

**LEARNING TO TEACH ENGLISH THROUGH SITCOMS: A CASE STUDY  
OF PRE-SERVICE EFL TEACHERS**



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**LEARNING TO TEACH ENGLISH THROUGH SITCOMS: A CASE STUDY  
OF PRE-SERVICE EFL TEACHERS**

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Approval of the Graduate School of Educational Sciences



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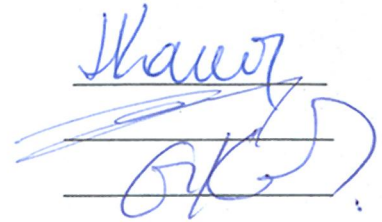
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## **ABSTRACT**

### **LEARNING TO TEACH ENGLISH THROUGH SITCOMS: A CASE STUDY OF PRE-SERVICE EFL TEACHERS**

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The main purpose of this study is to investigate how pre-service EFL teachers construct their knowledge and understanding of using sitcoms as an authentic teaching material to teach English over a 5-week training program. The study also aims to explore to what extent their perceptions or beliefs on the use of sitcoms change at the end of the training. The methodology involved a case study design with one Tanzanian and three Turkish pre-service EFL teachers at Department of English Language Teaching (ELT) of a private university in the northwest of Turkey. Drawing on qualitative research, the study utilized various data sources, and these include diaries, focus group interviews, reflection papers, in-class discussions, participants' lesson plans and researcher's observation notes. When these data sources are analysed, four main themes that have an effect on participants' cognition of sitcoms as a teaching material emerged: the role of micro teaching, the role of training, access to real life, and L2 learning experiences. In terms of the perception change, it was seen that all participants began to hold similar positive views in terms of using sitcoms to teach English at the end of the training program although two of them showed resistance at first because of exaggerated situations as well as violations and complexity in the language of sitcoms for beginner students.

**Keywords:** Pre-service Teachers, Cognition, Perception, Authentic Materials, Sitcoms

## ÖZ

### LEARNING TO TEACH ENGLISH THROUGH SITCOMS: A CASE STUDY OF PRE-SERVICE EFL TEACHERS

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Bu çalışmanın ana amacı hizmet öncesi İngilizce öğretmenlerinin İngilizce öğretmek için materyal olarak durum komedilerinin kullanımı ile ilgili bilgi ve anlayışlarını 5 haftalık bir eğitim süresince nasıl oluşturduğunu bulmaktır. Bu çalışma aynı zamanda bu öğretmenlerin algılarının ve inançlarının eğitim sonunda ne ölçüde değiştiğini bulmayı da amaçlamaktadır. Çalışma Türkiye'deki özel bir üniversitede İngilizce öğretmenliği okuyan 1 Tanzanyalı 3 Türk ile yapılan bir vaka çalışmasıdır. Nitel veriler, hedef grup görüşmeleri, günlükler, dönem sonu yansıtma kâğıtları, sınıf içi tartışmalar, ders planları ve gözlem notları ile toparlanmıştır. Veriler analiz edildiğinde, hizmet öncesi öğretmenlerin bilişsel sürecine etki eden dört temel unsur belirlenmiştir: küçük ölçekli öğretim, verilen eğitimin kendisi, gerçek hayat ile ilişkilendirme ve ikinci dil öğrenme deneyimi. Algı değişikliği ele alındığında ise abartılı durumları, dilin zorluğu ve bozukluğu yüzünden iki katılımcının durum komedilerini eğitim sırasında uygun ders materyali olarak görmediği fakat bu düşüncelerinin örnek ders anlatımları sırasında değiştiği, genel olarak tüm katılımcıların durum komedilerine karşı pozitif düşüncelere sahip oldukları görülmüştür.

Anahtar Kelimeler: Hizmet Öncesi Öğretmenler, Biliş, Algı, Gerçek Materyaller, Durum Komedileri



To My Family and Dear Husband

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## LIST OF ABBREVIATIONS

EFL English as a Foreign Language

ESL English as a Second Language

L2 Second Language

PT Pre-service Teacher



## **Chapter 1**

### **Introduction**

#### **1.1.Overview**

Raising efficient language teachers, who are competent in language and who can meet the challenges of today's world, is perhaps one of the crucial issues in English language teaching. Over the years, the issue of language teacher education has been addressed in terms of many aspects such as effectiveness, sufficiency, qualification, and consistency with real life; and considerable attention has been paid to language teacher education by many prominent researchers (Farrell, 2005; Richard & Burns, 2009; Richards & Nunan, 1990; Roberts, 1998; Senior, 2006).

Although teacher cognition has been intensely studied in the last couple of decades in accordance with the developments in cognitive psychology, Borg (2012) still puts forward that it is also important to find out the unobservable cognitive dimension of teaching. Similarly, language teacher cognition has emerged from and grounded in this mainstream educational research but it is still highly diverse in terms of the scope and contexts of the studies (Borg, 1998, 2003; Cabaroglu & Roberts, 2000; Golombek & Johnson, 2004; Johnson, 1996). In other words, language teachers' conceptualization of their knowledge and its relation with their beliefs and practices take place in the same complex ways. Therefore, language teacher cognition is a complicated process, and interacts with several other aspects. Some of these aspects include language teachers' teaching practices, previous language learning experiences, training, and/or personal interests or choices. Such a complex, multifaceted, and personal nature of language teacher cognition makes it a crucial area to search because of the interrelated nature of the notions of belief, knowledge, thinking, and practice (Borg, 2003; Woods, 1996).

In alignment with the abovementioned overarching idea, a major focus of this study is what pre-service EFL teachers think or believe about using authentic materials to teach. In the study, pre-service EFL teachers have been introduced with particularly sitcoms as a certain type of instructional source over a 5-week training program. In that sense, the primary goal of this study to investigate how pre-service EFL teachers construct their understanding and knowledge of using sitcoms to teach



English throughout the training. Additionally, the study examines how their perceptions or beliefs change with regard to using sitcoms as authentic materials to teach English. Although researchers have shown an increased interest in language teacher cognition, this study goes beyond and attempts to examine closely the process of pre-service EFL teacher beliefs with regard to one type of special instructional method in EFL education.

## **1.2.Theoretical Framework**

As previously stated, the primary goal of this study is to explore pre-service EFL teacher cognition of using sitcoms. In that sense, the overarching theoretical framework that informs the study is the notion of teacher cognition. The concept of cognition here refers to what teachers think, know, and believe. Put differently, as Borg (2003) defines it, teacher cognition is the network of knowledge, perceptions, thoughts, and beliefs. Confirming the interplay between these aspects, educational research typically assumes that teachers are active thinkers and decision-makers. Moreover, the instructional choices of teachers draw on “complex, practically-oriented, personalized, and context-sensitive networks of knowledge, thoughts, and beliefs” (Borg, 2003, p.81). Research also indicates that what teachers think and believe is closely linked to their practices, and that contextual factors are highly influential in this relation.

Within the realm of teacher cognition, it has also been highlighted that how pre-service teachers’ thinking is constructed and shaped throughout the teacher education program is also significant since the way pre-service teachers think affects the way they are going to teach (Borg, 2012). However, although much research on pre-service teachers’ development processes has been conducted in many different aspects of teaching so far, there has been relatively little research to understand their cognitive process which determines how they interpret teaching issues and put them into practice.

However, as cognition cannot be seen as behaviors, it is not quite possible to understand what teachers think and believe without observing some mental processes of pre-service teachers. Such mental processes are usually examined through observations, diaries, and reflection papers written by pre-service teachers in many studies (Almarza, 1996; Cabaroğlu & Roberts, 2000; Numrich, 1996). In a similar

vein, knowledge about what has an impact on shaping pre-service teachers' cognition is also central to this study. According to the several previous studies (Farrell, 1999; Johnson, 1994; Lortie, 1975; Numrich, 1996), such elements as prior language learning experience, practicums, and teacher education programs are three main influential factors that contribute to pre-service teachers' knowledge construction and understanding of their practice. These three variables on pre-service teachers' cognition, therefore, have also received attention in this study as well.

### **1.3.Statement of the Problem**

It is commonly agreed that the international role of English as the language of communication has obviously increased the importance of the communicative approach in language teaching and the use of authentic materials reflecting the real world language and providing students with meaningful input in the EFL context. In accordance with the global role of English, pre-service EFL teacher education programs have also had a key role to raise English language teachers who know the importance of using authentic materials to provide EFL students meaningful language input. However, as an EFL learner and teacher, I observed that many schools, specifically public ones, in Turkey still have a product-oriented syllabus; and language teachers still measure their students' competence in language by mainly focusing on grammar. Moreover, the language input EFL students are provided through textbooks does not usually satisfy their needs since they are not presented real language most of the time. Thus, adopting a communicative approach and teaching how to speak English appropriately has been one of the most challenging issues in EFL context where students are not usually exposed to language outside their classrooms. The starting point of this research study, therefore, was the problem of the lack of authentic input in EFL context and the necessity of using communicative approach in language classrooms.

Since teachers are decision makers in the process of teaching, knowing EFL teachers' beliefs about authentic materials also seems important in this regard. However, the perceptions or attitudes of pre-service teachers towards these materials have also not been received much attention in language teaching and teacher education studies, which was the other concern that led me to conduct this study. For the study, sitcoms presenting rich authentic language input have been chosen as authentic instructional sources; and what pre-service EFL teachers think, believe or

feel about using authentic materials, particularly sitcoms, has been investigated. It has been important to investigate how they experience the process of understanding sitcoms as authentic materials to teach English since previous research studies have not dealt with this aspect in much detail.

#### **1.4.Purpose**

The purpose of this study is to investigate pre-service EFL teachers' learning to use sitcoms as authentic materials in language classrooms. The study explores the process of how they build up their understanding of using authentic materials, particularly sitcoms, in language classrooms over a 5-week training program; and to what extent their perceptions or beliefs change after the training.

#### **1.5.Research Questions**

This study is guided by the following questions:

- 1- How do pre-service EFL teachers construct their understanding and knowledge of using sitcoms to teach English over a 5-week training program?
- 2- To what extent do pre-service EFL teachers' beliefs or perceptions change after the training?

#### **1.6. Significance of the Study**

According to Borg (2003), studying teacher cognition is quite important since it provides a concrete account of teaching, and gives insight into psychological context of instruction. Throughout the years, therefore, considerable amount of literature has been published on pre-service EFL teachers' cognition of teaching; and these studies have given significant clues about professional development processes of teacher candidates. In that sense, we have learnt considerably from these studies in terms of pre-service teacher cognition and perception. Although various studies examine what they think about certain methods, approaches, theories, teaching activities or technology in language teaching, not much attention has been paid to pre-service teacher cognition of using authentic materials in the literature so far. Most studies in the field have only focused on the effect of using authentic materials

in language teaching (Gilmore, 2008; McNail, 1994; Peacock, 1997) and researchers have not treated teachers' beliefs and ideas about authentic materials in much detail.

This study, therefore, goes beyond and attempts to examine closely the process of pre-service EFL teacher cognition with regard to the use of sitcoms as authentic teaching materials in EFL instruction. Through the analysis of the data, the knowledge about how EFL pre-service teachers construct their understanding of sitcoms as an instructional material over a course of training is obtained. This study, therefore, aims to fill a knowledge gap in the field of language teaching because it can provide invaluable insights about pre-service EFL teachers' beliefs, perceptions, ideas, and knowledge of sitcoms as authentic materials. As Borg (2006) states, such studies will also deepen our understanding of what being a teacher means.

Moreover, what is not yet clear in the literature is the extent to which pre-service EFL teachers' beliefs or perceptions might change after the training how to use sitcoms as authentic materials to teach English. According to Allen (2002), studying teacher cognition shows whether teacher education has an effect on how well teachers teach and what they think. Similarly, this study also intends to explore whether there is a change in pre-service teachers' perceptions or beliefs about the effectiveness of using sitcoms as a teaching tool at the end of the semester. As Rakıcioğlu (2005) states, such investigation provides a base for efficient pre-service teacher education, and the findings of this research may also show what is needed in a language teacher-training program to help pre-service teachers construct their knowledge.

## **1.7 Definitions**

**EFL (English as a Foreign Language):** Learning of a language mostly in a formal classroom setting, where the target language is one not used outside the classroom (Lightbown & Spada, 2006)

**Pre-Service Teacher Education:** The education which is received in 4 year-undergraduate degree programs to become an English language teacher.

**Authentic Material:** In this study, it refers to language material which is not produced to teach language but to convey a meaningful message. (Nunan, 1999)

**Teacher Cognition:** The beliefs, knowledge, theories, assumptions, and attitudes that teachers hold about all aspects of their work (Borg, 1999).

**Perception:** A physical and intellectual ability used in mental process to recognize, interpret and understand events (da Silva, 2005)

**Sitcom:** A show that is on television regularly and that is about a group of characters who are involved in different funny situations (Merriam-Webster's Learner's Dictionary)



## **Chapter 2**

### **Literature Review**

#### **2.1. Overview**

More recently, how pre-service teacher (PT henceforth) cognition is shaped has begun to attract attention with an emphasis on change over time. As can be seen from earlier studies, researchers have studied PTs' cognitive processes and changes in their perceptions in many different contexts (Borg, 1999, 2003; Borg et al., 2014; Childs, 2011; Peacock, 2001; Richards et al., 1996; Urmston, 2003). Complying with the purpose of this study, this section will present such relevant studies on PT cognition. Additionally, since the scope of the study also involves the learning to use sitcoms as authentic materials to teach English, empirical studies related to using sitcoms as an instructional tool to teach English will also be presented.

#### **2.2. Pre-service Teachers' Cognitive Process of Learning to Teach**

As asserted previously, cognitive process of learning to teach is a complex but an integral part of being a teacher and studying this process is quite helpful to make inferences about the nature of the language teaching. Freeman and Johnson (1998) stress that learning to teach is a growing and complicated process because it includes many factors such as cognitive, affective, and individual. In a similar vein, Rose (1997) emphasizes the significance of studying this process by keeping these factors in mind. She further claims that teacher education is not only about learning the comprehensive account of language use. The main argument put forward by these researchers is that teacher education programs do not always take these cognitive, affective, and individual factors into account while educating PTs, and this is the underlying reason why novice teachers have many troubles when they start teaching.

According to Stem (1983), education provided in language teacher programs is in the form of "input-output". PTs receive types of input such as methodology, linguistics, and pedagogical knowledge and they are supposed to use this knowledge (output) in their practicums. However, he argues that this model is not sufficient enough to understand what their existing perception is; how new knowledge is

shaped in their mind; and if their perception shows changes during time. Just looking at the teaching activities they use in the classroom cannot be enough to explain their cognition development and make progress in teacher education.

Gülden (2013) is very much in line with this argument, as well. She also stresses that if PT cognition is ignored and treated as if non-existent in teacher education, the input to which they are exposed may most probably fail to yield desired results. At this point, being aware of the importance of PT cognition is crucial to enable teacher educators to get a solid grasp of the nature of this development process and naturally raise more self-efficient teachers.

In the literature, factors thought to be influencing PTs' cognition have been explored in several studies. The most controversial issue studied by the researchers is if theoretical knowledge or practicum is more effective on PTs' learning to teach process. In that sense, when the effect of PT education was questioned in 90s, Richardson (1996) put forward that PTs' experiences as a student and student-teacher have more impact on their cognition than education they receive. Since then, a number of researchers have raised the same claim. Overall, previous studies have reported that PTs construct their knowledge and understanding in the process of learning to teach through their L2 learning experiences, practicum, and training. In what follows, related studies will be presented under these three aspects.

**2.2.1. Effect of second language (L2) learning experience on pre-service teachers' cognition and perception.** PTs' language learning experience has been identified as a major contributing factor for the change in cognition and perception in several research studies.

Johnson (1994) carries out a research study with four pre-service ESL teachers in the USA to explore what they think of L2 learning and teaching. In an analysis of narrative statements made by them, she finds out that what PTs think and their decisions are shaped through their own L2 learning experiences. Moreover, the study reveals that PTs' acceptance or rejection of the course content is also based on their formal or informal language learning experience. For instance, if they have learned their L2 through reading books, they feel sympathy towards that teaching method. In other words, the study shows that the way how PTs have learned their L2 affects the way they think about L2 learning and teaching.

Similarly, Numrich (1996) collects diaries from 26 EFL PTs to see what has an effect on their cognition. Like other researchers mentioned above, he also reaches the conclusion that PTs' own positive and negative learning experiences affect the way they teach and adapt a method or approach provided by the course. For example, if PTs have found learning culture fun while learning English, they integrate this aspect into their own teaching. On the other hand, they avoid correcting students' mistakes because they used to dislike being corrected by their teachers when they were students.

Richards et al. (1996) conduct a study with five PTs in Hong Kong to find out how pre-service EFL teachers' cognition of their role in the classroom and perception of their knowledge change through the teacher training program they receive. The findings of the study reveal that teaching practice plays an effective role in shaping the PTs' behaviours such as comparing and contrasting their teaching performances as well as discussing the causes or effects of a behaviour they have. However, it is found out that the teaching program and practice do not have a significant effect on student teachers' cognition, beliefs, and assumptions about themselves, their roles and language teaching. What Richards, et al. (1996) finds out is that pre-service teachers construct their new knowledge of principles covered in the courses differently through their own language learning experience, and beliefs rather than the training program and practicum.

In the same vein, Borg (1999) also investigates the cognitive bases of a 40-year-old EFL teacher's instructional decisions in grammar teaching. He focuses on the issue by analysing educational and professional experiences that can shape the teacher's decisions in presenting and teaching grammar. He collects data through 1-hour pre-observation interview and 15 hours of classroom observations. He attends classes as a nonparticipant observer, takes field notes and copies of all materials, records the lessons and transcribes them in full. He analyses data after each lesson and data reveal that there are three types of experience affecting how this teacher constructs his understanding of teaching L2 grammar: schooling (language learning experience), classroom experience and teacher education program.

Peacock (2001) carries out a longitudinal study with pre-service ELT teachers to find out what PTs think of language learning. The data of the study are collected



through Horwitz's Beliefs about Language Learning Inventory for three years. The results of the data show that PTs generally think that language is learnt by learning a lot of vocabulary and grammar rules. Based on the collected data, Peacock (2001) argues that this situation results from their own learning experiences. At the end of the study, it is also seen that there is a little change in student teachers' perception even after they take the methodology course in the third grade.

In this regard, Tsang (2004) is another researcher who investigates the role of PTs' practical knowledge in their decision making process with three non-native EFL PTs studying in Hong Kong. He carries out content analysis on pre-service teachers' language learning and teaching autobiographies which include their expectations, experiences, beliefs, teaching philosophies and language learning process. To triangulate the data sources, he also conducts interviews and observes these three teachers. His findings also support the Numrich's (1996) view that previous language learning experience influences the cognitive process of decision-making. It is found out that pre-service teachers attempt to teach as they were taught or they learned their second language. Furthermore, the data reveal that practice teaching, former teachers and the role of English in Hong Kong are also other factors that play role in shaping pre-service teachers' decision making process. The most striking result to emerge from the data, on the other hand is that pre-service teachers' cognitive process is not stable but developing. Tsang (2004) finds out that pre-service teachers' knowledge underlying the decisions they make changes over time.

Moreover, Childs (2011) conducts a study to investigate three male second language teachers' learning process in an intensive language teacher professional development program in the same university. These participants are at different ages and they have different years of teaching experiences. While two of the participants are experienced, one of them is a naïve teacher. The data are collected through interviews, reflective journals, weekly meetings, classroom observations, and lesson plans. It is found out that although they have received the same education in the teacher education program, the way how they learn is different from each other. The findings indicate that the difference between their language learning and teaching experiences is the main reason underlying the difference in the ways they construct their knowledge.

As can be seen, these studies collectively outline the critical role of language learning experience in shaping pre-service teachers' cognition and they highlight that the way pre-service teachers are taught affects the ways they construct their knowledge somehow.

**2.2.2. Effect of practicum on pre-service teachers' cognition and perception.** Although few researchers have been able to draw on structured research into effects of practicum on pre-service teachers' cognition, a considerable amount of research has been published on how pre-service teachers' perception is shaped through teaching practice. Contrary to the research conducted by Richards et al. (1996), which was mentioned above, several studies have revealed that teaching practice also has an important effect on student teachers' cognition, beliefs, and perceptions about language teaching and learning.

An example of these studies is the study carried out by Johnson (1992) investigating the decision making process of six ESL pre-service teachers during their teaching practice. In doing so, she records videos of practicums and asks pre-service teachers to watch their own teaching and make comments about their actions. The findings of the study suggest that pre-service teachers' cognition is affected by many factors coming along with teaching practice such as unexpected behaviours of students, need to increase student participation and motivation, and need to maintain classroom management. Based on findings of the study, Johnson (1992) highlights that what pre-service teachers think while doing something and how they act while learning to teach are affected mainly by teaching experience.

As mentioned above, previous research studies have indicated that teaching practice has an impact on pre-service teachers' perceptions, as well. Johnson (1996), for example, examines the effect of practicum on pre-service teachers' perception of themselves as a language teacher and she finds out that pre-service teachers experience disappointment because they realize that they do not have enough knowledge about how to manage a class, what to do in the classroom and what to teach and etc. The study reveals that their perceptions of a class which are obtained through the teacher education do not match with the reality and the teaching practice is the factor that shapes their real perception of a real teaching environment.

Crookes and Arakaki (1999) investigate what ESL teachers think, where their ideas come from and how they develop these ideas. They conduct semi-structured interviews with 19 ESL teachers in an English program in the USA. Interview questions were prepared to explore the issue of how ESL teachers get their ideas and what shapes these ideas. According to collected data, it is found out that accumulated teaching experience is the well-ahead source of ideas and teachers in the study indicate that the knowledge they have gained from their teaching experience is the main factor that constructs their understanding of many aspects of teaching.

To investigate if the education received in the university or teaching practice is more effective, Kuyumcu (2003) also conducts a research study. She finds out that pre-service teachers learn “the ideal” in the university not the reality. The findings reveal that pre-service teachers learn the reality such as large classrooms, difficult physical conditions, and problematic students during their teaching experience. Relying on her data analysis, therefore, Kuyumcu (2003) puts forward that pre-service teachers construct their understanding of teaching and knowledge of what being a teacher is all about thanks to their real experiences rather than their training.

To examine pre-service language teachers’ conceptual change over two years, Yaman (2010) conducts a longitudinal action research. As the focus of the study, personal theories and professional development of pre-service teachers are observed by the researcher through verbal reports, field notes and comments taken in micro teaching experience. The study reveals that pre-service language teachers’ perception of “effective language teacher” shows changes over 2 years. According to findings, while content knowledge is seen as the most crucial feature by most of the pre-service teachers at the beginning of the study, practicing teaching makes them think more on “how to teach” aspect of language teaching. Findings of the study also indicate that nearly all pre-service teachers started to believe that taking students’ feelings, needs and opinions into account is one of the most important features that an effective language teacher must have.

In the same vein, the researcher Khdhir (2014) also shows an increased interest in this issue and he investigates the change in the perceptions of pre-service teachers after they face difficulties during their practicums which last 4 weeks. The researcher has interviews both before and after the teaching practicums and asks the

pre-service teachers to write a reflection paper to collect more data. The results of the study show that the factor that affects the process of perception change is not the theoretical knowledge such as approaches and techniques received in the ELT courses but the difficulties faced during the practice of teaching. It is revealed by the study that the main changes in pre-service teachers' perception are about the validity of the knowledge which they receive in ELT program. Commenting on the data, Khdhir (2014) argues that practicum creates awareness about the real nature of teaching for these naïve teacher candidates. At the end of the 4-week practicum process, pre-service teachers realize that they cannot put all theoretical information into practice and they also start thinking that each approach thought as outdated is somehow valid and can be used in real classrooms. In the light of this research, the data of this study are also collected through pre and post focus group interviews in addition to reflections papers to investigate if there is a change in the perceptions of pre-service teachers.

The studies presented thus far provide evidence that practicum has an undeniable effect not only on shaping pre-service teachers' cognition but also on their perception of teaching in general. On the other hand, it is seen that the effects of teacher education programs on pre-service EFL/ESL teachers' cognition and perception have not been explored in much detail in these studies. This raises questions about if professional training also has an effect on pre-service teachers' cognition and perception, which will be discussed in the next part.

**2.2.3. Effect of training on pre-service teachers' cognition and perception.** When literature is reviewed, it is seen that few researchers have mainly been interested in questions concerning the effects of training on pre-service teachers' cognitive process (Borg, 1999; Kuyumcu, 2003; Richards et al., 2003; Suzuki, 2001). Drawing on an extensive range of sources, the researchers have usually attempted to find out if education received by pre-service teachers also affects the way they construct new knowledge and how they develop their ideas about the nature of teaching. It should be noted that whilst some research has been carried out on pre-service teachers' perceptions, there have been few empirical investigations into their cognitive process. What follows is an account of studies conducted in this regard.

As stated in the previous part, Borg (2003) conducts a study to investigate the cognitive bases of an EFL teacher's decisions in grammar teaching and finds out that teacher education program has also a significant effect on the teacher's cognition of grammar teaching. His study conducted in this regard reveals that teacher education programs encourage language teachers to adopt some main and important approaches such as communicative approach while teaching L2. In the analysis of this cognitive process, Borg (2003) also finds out that not all principles have a permanent effect on teachers' cognition and the cognitive process shows a change over time. This also supports Tsang's (2004) findings which indicate that cognitive process is not stable but changeable.

In her article, Suzuki (2011) also discusses that effects of instruction given in the ELT departments may show changes according to experiences of the pre-service teachers. She thinks that instruction would be helpful both for the ones who are already exposed to different varieties to reorganize their existing knowledge and the ones who have had limited input to broaden their perception of English to some extent. According to Suzuki (2011), the most important effect of the instruction given to pre-service teachers is to create awareness. Suzuki (2011) draws our attention to distinctive feature of education program which provides pre-service teachers with sources of knowledge to shape their cognition and perception of language learning and teaching process.

However, some studies reveal that training has not much effect on what pre-service teachers think or believe. Almarza (1996), for instance, investigates the learning to teach process of four pre-service teachers on post graduate certificate in education course in the UK. He finds out that behaviourally, they adopt methods, techniques and approaches presented in their courses and use them in their micro teachings (because they will be assessed) but cognitively, they do not accept the suggested methods or techniques to teach in the same way. What they think of these aspects of teaching is somehow subjective and shaped through their previous beliefs about language teaching and learning.

In this regard, Urmston (2003) is another researcher who investigates the effect of teacher training and conducts a longitudinal study in which he uses a questionnaire and collects data from 40 pre-service teachers. After collecting data for

three years, he compares the knowledge and beliefs that they have in their first and last year in the teacher education program. This longitudinal study reports that although there are some aspects such as ideas about out-of-class activities changed during this time, their main crucial beliefs have not changed at all through the education program.

Similar results are seen in the study of da Silva (2005), as well. He investigates perceptions of three Brazilian EFL pre-service teachers through classroom observation reports, recall interviews, lesson plans and self-evaluation papers. The results indicate that pre-service teachers learn how to use what they have learned because they will be assessed; however, their real understanding of what they have been taught in the teacher education program is shaped through realization of real nature of teaching atmosphere. Although they are taught in the same way, it is seen that they act differently while teaching because of their cognition that is shaped differently.

Although Borg et al. (2014) assert that pre-service teacher education has an impact on student-teachers' professional development, they also argue that it is not exactly known how theoretical courses and teaching practice in schools change teachers' conceptions of effective English language teaching. To find out that, Borg et al. (2014) conduct a study focusing on ELT methodology course to see to what extent pre-service trainees' perceptions about effective EFL lessons change as the result of the instruction given in that course. Their study reveals that methodology course in the third year promotes both the knowledge and change in the beliefs. The course helps pre-service teachers to develop an understanding of sources available for them to teach English. Unlike perception change, the findings of the study, however, show that pre-service teachers' cognition is shaped mostly by what they already know and believe rather than the instruction they receive in courses.

Collectively, these studies provide important insights into the effect of teacher education programs on pre-service teacher cognition and perception. However, it has conclusively been suggested that the effect of language learning experience and teaching practice has also remarkable effect on this cognitive process. As Bailey (1996) asserts, pre-service teachers interpret their learning experiences; question the way they are taught; and change or adjust their perception accordingly.

All in all, this section has reviewed empirical research studies conducted to investigate pre-service teachers' cognitive process of learning to teach in general. As it is seen, great effort has been devoted to the study of pre-service teachers' development process over the last decade and the issue of how cognition of pre-service teachers is shaped has attracted considerable attention from research teams. On the basis of the evidence, researchers who have observed changes in cognition and perception of pre-service teachers through longitudinal studies have developed the claim that L2 learning experience, teaching experience and the training received in teacher education programs are the main factors underlying in the change of cognition and perception. In the next section, I will present some findings of empirical research on the impact of sitcoms to teach English.

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### **2.3.Using Authentic Materials in Language Teaching**

Authentic materials used in language classrooms for a long time have been considered to be quite effective in language learning and providing learners with

motivation to learn. Perhaps, the first thing that needs to be explained at this point is what is meant by authentic. Because there have been a variety of definitions of the term authenticity, it might be ambiguous for especially novice teachers. According to Porter and Roberts (1981), authentic language can be explained as the language that is produced *for* native speakers. This definition is close to that of Nunan (1988), who relates authenticity with the language produced for real audience to convey a message. Gilmore (2007) sees authentic language input, on the other hand, as a language carrying a real message and produced by native speakers or writers for a real audience. Thus, it would be unfair not to mention the fact that such real language sources can turn into the most effective teaching materials in language classrooms because learners have the chance to be exposed to natural target language even if it is not spoken in their country.

Although authentic language is not produced for teaching language, using materials including authentic language has a powerful effect on students who want to learn that language. Before identifying what the authentic materials can be, numerous definitions of authentic material which have been offered by researchers (Harmer, 1991; Jordan, 1997; Nunan, 1999; Peacock, 1997; Rogers, 1998). As Nunan (1999) puts it, authentic materials as language materials are not produced to teach language but to convey a meaningful message. According to Rogers and Medley (1988), authentic materials are the natural ones from real life, and include comprehensible and meaningful communication.

Harmer (1991) and Jordan (1997) hold the same opinion about these materials and state that authentic materials are not prepared for language learners' benefit. Instead they are designed for speakers of that language. Peacock (1997), on the other hand, points out the social dimension of authentic materials, and highlights that authentic materials, such as real texts, are the materials used for social purposes. In brief, it seems accurate to say that authentic materials are not prepared for language learners; however, they can be used in language teaching.

Genhard (1996) classifies authentic materials into three categories in general as follows:

1. Authentic listening materials, such as songs and radio programs
2. Authentic visual materials, such as posters, street signs, magazines and etc.



3. Authentic printed materials, such as newspapers, books, menus, tickets, etc.

The main question is if it is possible to use all these authentic materials as teaching tools. Actually this is rather controversial, and there is no general agreement about it. However, Harmer (1998) states that language teachers cannot expect a beginner student to get benefit from an article published in a newspaper no matter how authentic it is. Therefore, language teachers should do the selection of authentic materials quite carefully. In his book *Materials Evaluation and Design for Language Teaching*, McGrath (2002) presents eight criteria to take into consideration while choosing appropriate authentic texts: (a) Relevance to course book and learners' needs, (b) topic interest, (c) cultural fitness, (d) logistical considerations, (e) cognitive demands, (f) linguistic demands, (g) quality, and (h) exploitability. That is to say, an authentic material should address the students' needs and interests while presenting the cultural aspect of a language. The responsibility of the teacher, on the other hand, is to exploit the material to the full after assessing the material in terms of quality and its success in meeting cognitive and linguistic demands.

Many language teachers agree that authentic materials which are in line with this set of criteria are quite useful to support their students' learning a foreign/second language. According to Harmer (1994), there are three positive effects of authentic materials on language learners. Firstly, they enable learners to produce better language. Secondly, they help learners to learn the language faster. And thirdly, learners feel more confident when they deal with real-life situations. Moreover, Richards (2001) claims that many researchers (Clarke 1989; Peacock 1997, Philips & Shettlsworth, 1978) consider authentic materials beneficial in language learning because they enable students to be exposed to the real language, and they are the source of motivation.

McNeil (1994) conducts a study in Hong Kong to see if TV programs in which English is spoken are effective to enhance the motivation of the secondary school students. The results of the study reveal that students show more interest when they see real people whose lives and jobs are from real life. According to McNeil (1994), it is also crucial to have the students feel like they are learning the

real language; therefore, English in these videos should also be spoken fluently but not necessarily error-free like in real life.

Similarly, Peacock (1997) also conducts a study with two beginner-level EFL classes. During the research, students are presented with both authentic and artificial materials which are some television audios; two short articles; an advice column from a local English-language newspaper; an American pop song; and some English language magazine advertisements. The results show that students' motivation increased dramatically when authentic materials were used.

In a Japanese university setting, Gilmore (2008) carried out a 10-month classroom-based study to investigate the effects of authentic materials on learners' communicative competence. The study indicated that authentic input that is given in a meaningful context develops many competencies in learners such as pragmalinguistics and sociopragmatics in addition to communicative competence. In other words, the input that learners receive while learning a language is vital, and it is widely believed that if the input makes sense for the students, they get motivated to focus on not only the language itself but also other complex aspects of it such as pragmatics. So, it can be suggested that authentic materials which are rich in authentic input can be quite effective to teach English.

Types of authentic materials that can be used in language classrooms involve sitcoms, commercials, movies, TV series or show programs. Among this variety, sitcoms and movies may be thought as one of the most effective ones since they show real life situations (Washburn, 2001). They can enable students to observe the nonverbal features of the speech such as expression of surprise or hesitation, so their contribution to learners' pragmatic knowledge should also not be ignored. In other words, the gap between the classroom language and real life language can be narrowed to some extent through the use of authentic materials, especially through exploiting movies and TV series which are rich in content.

**2.3.1. Sitcoms as an authentic material.** Sitcoms are popular TV series which last approximately 20-25 minutes, have certain characters experiencing real-life situations and do not let the audience get bored easily thanks to their humour aspect. Because of these features, sitcoms can also be considered as one of the authentic materials that can be used in language classrooms. In fact, the use of

sitcoms as instructional materials to teach English has been getting popular each day because they offer teachers various ways to teach many aspects of the language when compared to the traditional materials. Unlike traditional videos prepared to teach English, sitcoms do not include an artificial slowed down conversation and a made-up context, instead they present daily life situations with real people that we can encounter in our daily life, and this creates a connection between the learners and the sitcom. Therefore, Washburn (2001) states sitcoms might be invaluable for teaching and learning many aspects of language because they include a rich source of authentic conversations. In his article *Using Situation Comedies for Pragmatic Teaching and Learning*, he presents many advantages of using sitcoms to teach and learn pragmatics. The following list shows the advantages of sitcoms indicated by him:

Table 1

*Advantages of Using Sitcoms*

Advantages
<ul style="list-style-type: none"> <li>– Presentation of many models of appropriate pragmatic language use among various characters in varied settings</li> <li>– Presentation of speech routines</li> <li>– Portraying real life violations of pragmatic norms and their consequences.</li> <li>– Providing nonverbal commentary on pragmatic language use such as expressing surprise, dismay, glee or other feelings.</li> <li>– Relieving the teacher of sole responsibility for interpreting pragmatic language use.</li> <li>– Providing the class with a common source of material along with humour.</li> </ul>

\*From *Using Situation Comedies for Pragmatic Teaching and Learning* by Washburn (2001)

As it is seen, sitcoms certainly help teachers to accomplish many objectives such as teaching vocabulary, introducing culture and different dialects, showing the appropriate language for particular situations, motivating learners and etc.

Although extensive research has been carried out on many types of authentic materials, there are few researchers who conducted studies about the nature of sitcoms as an instructional tool. What we know about sitcom as an authentic material is largely based upon some empirical studies that focus on the effects of using sitcoms on L2 learners' proficiency and studies that focus on the analysis of sitcoms in terms of their language use.

In terms of sitcoms' effect on learners' language improvement, Sherman (2003) argues that learners who have not been to an English-speaking country often produce unlikely collocations, inappropriate tone and idioms, and they cannot produce natural spoken English. Therefore, she strongly suggests that teachers who want to support their students' language improvement should use and benefit from many features of sitcoms in their classes. It is clear that sitcoms, as an instructional tool, provide richer input for language learners to convey meanings and they help them to gain an insight about many aspects of a language such as appropriate language, appropriate tone for certain contexts, culture dimension or even appropriate behaviours according to situations.

To investigate the effects of this sitcom on EFL learners' language learning, Huang (2007) conducts his empirical study based on the American sitcom *Friends*. He designs a video task-based English lesson and delivers this lesson in two different high schools in Beijing. After the training, he conducts interviews with students to find out if students' perception of language learning has changed. The findings show that using sitcom to teach English enhanced the students' motivation to learn English and they start to think that English learning is interesting and fun.

Similarly, Fernandez and Fontecha (2008) also find out that sitcoms are source of motivation to learn language while conducting a study which is based on Grice's Cooperative Principle. This principle is about the difference between what a word somebody says means and the intended meaning underlying it. To teach this pragmatic aspect to EFL learners, these researchers use authentic dialogues of the sitcom *Friends* and carry out an activity with 2nd grade university students. At the end of the activity, during which teachers guide students to realize particular aspects of the communication such as culture, it is seen that students can comprehend some complex features of real language such as Grice's principle better with these sitcom

dialogues. Furthermore, as stated before, the researchers observe that the sitcom can attract the attention of the students more and this makes students more motivated to learn the language with its pragmatic features, as well.

Bilsborough (2009) also points out that students stop seeing English in isolation but with its link to culture by watching how native speakers spend their time, what they eat for breakfast, how they react in certain situations through watching sitcoms. This enables them to make comparison between both cultures and languages- English and their own language- culture. Because sitcoms are also rich in terms of visual elements, the content of an episode can attract the attention of the learners after they realize that nonverbal expressions such as gestures, mimics and body language help them understand the meaning of the utterances.

Erdemir (2014) investigates the effects of watching an American sitcom, *How I Met Your Mother (HIMYM)*, on EFL learners' use of formulaic language. Gibbs (2010) defines this language as the combination of chunks, slang, proverbs, fixed expressions, idioms and other speech formulas and stresses that being fluent in a language also requires the knowledge of this type of language. Sixty-six students studying in Akdeniz University, School of Foreign Languages participate in the research. Before the training, she administers a discourse completion test (DCT) to find out those students' existing formulaic knowledge. During the training, experimental group receives formulaic language training through watching the sitcom while control group receives it through traditional instruction. The training lasts 3 weeks. After the training, the researcher administers a post- DCT to see whether the participants have improved their formulaic language or not. The results of the study show that the traditional treatment is also as effective as sitcom-based treatment. It is seen that both groups have made progress in the use of formulaic language in post-DCTs. To see the long term effects of these two types of training, the researcher conducts a recall-DCT and finds out that traditional treatment is not effective in long term process. The experimental group learning the formulaic language through sitcom episodes shows much more success in recall-DCT. Because students in this group have learnt formulaic language through the social contexts presented in sitcoms rather than hypothetical ones, they succeed more in comprehension and retention of new phrases.

Another study investigating the effect of sitcoms on EFL students' language improvement is conducted by Özgen (2008) in Turkey. The study investigates the positive effects of an American sitcom, *Everybody Hates Chris*, on EFL learners' listening comprehension. For the purpose of the study, he chooses two groups of students studying in Selcuk University, School of Foreign Languages. These two groups of students watch the same episodes and they are both given a worksheet for target vocabulary and phrases. The only difference between these groups is that the control group watches the sitcom without subtitles. After the treatment, both groups have a listening comprehension test and it is seen that both groups have improved their listening skills considerably through watching the sitcom episodes although the group watching the sitcom with subtitles scores significantly better. The researcher also conducts pre- and post-questionnaires to analyse students' perception of watching sitcoms with subtitles and finds out that students understand the plot better, and acquire more words if they watch the sitcom with subtitle.

In this regard, Kohútová (2011) conducts another empirical study to see if *Friends* series can be used to teach English to B2 level EFL learners. For her training, she prepares pre-watching, while-watching and post-watching activities to use with the sitcom. After the training session, she asks her students to write an evaluation paper about the training and their learning experience. Some main guiding questions asked to students are about if they want to learn English from a series or from a course book, which activity they like the most and if they think *Friends* is a good series for learning English or they would recommend some other. Analysis of evaluation papers and her observation notes about the training reveal that sitcoms are very suitable to use in the classroom. Since it takes just 20 minutes, the teacher can do both pre-watching and post-watching activities easily. Findings also show that classroom discussions cover more than one topic and students get more inspired after these discussions which are rich in contexts. Like Özgen, Kohútová (2011) also observes that when the sitcom is watched without subtitles, students have difficulty in understanding it although their level is B2. With subtitle, however, students get great benefit from watching it in terms of learning new vocabulary. The techniques used in Kohútová's research study inspired me a lot and participants of this study were also presented pre-watching, while-watching and post-watching activities that they can use while using sitcoms to teach English. Like in Kohútová's research

study, they were also asked to write a reflection paper on similar guiding questions and those reflection papers helped me a lot while interpreting the data.

Ching and Wei-ling (2015), on the other hand, find that watching sitcoms have an effect on learning new English words. They conduct an empirical study to see pedagogical implications of using the sitcom “*Modern Family*” as a supplementary source for EFL learners in Taiwan. Participants of this study are 6 EFL students studying at the Department of Applied Foreign Languages in a technical vocational university. The researchers conduct the study in two stages. In the first stage, participants are asked to watch the sitcom episode with subtitles and translate it into Chinese in 30 minutes. While translating, participants also note down how many times they use a dictionary. In the second stage, participants watch sitcom without subtitle and translate it into Chinese again. During the study, participants watch 10 episodes in total. In the end, the findings of the study reveal that participants get more successful after watching each episode whereas the usage of dictionary decreases approximately 5 times per episode. Both being exposed to sitcoms and translation activities help EFL students improve their vocabulary knowledge. The data collected by Ching and Wei-ling (2015) show similarity to data that I obtained from 2 participants who stated that they improved their English vocabulary knowledge each day by watching sitcoms.

As stated before, researchers have also focused on the language authenticity of sitcoms. Mora (2006), for instance, conducts a study to explore if the structures and themes used in the sitcom *Friends* reflect the real English. She makes a discourse analysis and analyses the complexity level of structures and words used in the conversational turns. Unlike Martinez and Fernandez (2008) who highlight that sitcoms include authentic language and therefore they can be considered as a quite good source of everyday language in language classrooms, findings of the study reveal that language in the sitcom does not reflect the real language because sentences are quite short and they are formed as either past simple or simple present. These two features cannot provide EFL students with an opportunity to understand how real discourse operates in real life. In terms of themes, it is seen that sitcoms do not present references of popular culture and there is a mismatch between the social situations and the language used in these situations.

To see if the language used in sitcoms can provide sufficient lexical input used in real life for English as an Additional Language (EAL) students, Chen (2012) also conducts a corpus-based lexical richness study. For the study, the sitcom *Friend* is chosen to analyse the corpus. Unlike Mora (2006), Chen (2012) finds out that the most used tokens in the dialogues of the sitcom match with the most frequent lexical items defined by British National Corpus and the Academic Word List (AWL). This result indicates that *Friends* reflects the real language somehow and thus it can be effective while teaching real English.

Likewise, YIN Zhu-hui and YUN Miao (2012) analyse the dialogues of the sitcom *Big Bang Theory* because it is not about ordinary people, but some academicians. They find out that even those dialogues which are full of jargons and some technical phrases include many rhetorical devices such as irony, sarcasm, smile, metaphors and allusions which are frequently used in daily language, thus using a sitcom can be very helpful for English language learners to learn real English. It is also discovered that the humour of this type of sitcoms is resulted from these rhetorical devices. In the training session of this research study, therefore, the sitcom *Friends* was used to see whether EFL pre-service teachers find the language in the sitcom authentic or not to teach English through it. In other words, using the sitcom *Friends*, about which there are contrary results, was going to show me if pre-service teachers construct their understanding of sitcom differently like shown in these studies.

Collectively, these studies show the significant role of sitcoms in language teaching. It is true that presenting authentic language in the best way to teach pragmatics is under language teachers' responsibility somehow, especially in EFL context. However, as Eslami-Rasekh (2005) states, teachers have some certain difficulties because of inadequate materials to teach pragmatics and a lack of emphasis on pragmatic issues in EFL/ESL teaching methodology courses. At this point, it can be argued that sitcoms can be the best supplementary course materials for EFL teachers and teacher educators should help pre-service teachers to focus on not only achieving linguistic competence but also pragmatic competence while learning how to teach a language.



In this chapter, a summary of the main findings in relevant empirical studies has been provided. The next chapter describes the procedures and methods used in this study



## **Chapter 3**

### **Methodology**

In this chapter, several components of methodology will be presented in detail. These include philosophical paradigm, research design, setting, participants, data collection tools and procedures, data analysis, and finally limitations of the study.

#### **3.1. Philosophical Paradigm**

This study embraces qualitative research paradigm. As Guba and Lincoln (1994) define, qualitative research studies enable readers to get more insights about the constructs under examination, and “identify the disjunction of grand theories with local contexts” (p. 106). They also state that there are three aspects of each paradigm: epistemology, ontology, and methodology. While epistemology focuses on how we can know or learn reality, ontology deals with the nature of the reality. Moreover, methodology deals with the tools we use to reach reality. In the context of this study, the notion of reality is considered to be socially constructed, and each participant explores and understands his/her own reality. In that sense, this study is based on the tenets of social constructivism, which supports the assumption that there might be different meanings and explanations constructed by people. Since the crucial point is also to interpret how each participant socially constructs his/her understanding in terms of using a certain instructions tool through a training program, this research study has also emerged from interpretivist paradigm as most qualitative research studies do (Crotty, 1998).

#### **3.2. Research Design**

As mentioned previously, the fundamental purpose of qualitative research is to understand how people interpret their experiences, how they construct their worlds or realities, and what meaning they attribute to their experiences (Merriam, 2009). Similarly, I aimed to carry out an in-depth study with pre-service EFL teachers, and thus a qualitative research design was adopted in this study. More specifically, the study draws on a case study design as one type of qualitative research (Duff, 2008).

As a specific type of case study design, this study constitutes a multiple-case study. It is also exploratory in nature since the aim was to reach sufficient amount of information that can help me to understand the cases thoroughly and determine main issues that I should work on. Merriam (2009) defines a case study as “an in-depth description and analysis of a bounded system” (p.40). Additionally, Duff (2008) summarizes the key features or principles of case study research as boundedness and in-depth investigation. The bounded system or the unit of analysis, in this study is the pre-service EFL teachers in a third-year methodology class.

According to Yin (2003), the best possible situations for a case study design are when the focus of the study is to answer “how”. In other words, it is best to conduct a case study if the study aims to illuminate the unobservable features such as perception and cognition; and develop an understanding of these notions with in-depth analysis of participants’ ideas, beliefs, comments, feelings and behaviours. Similarly, a case study design was adopted in this study since the overarching goal is to investigate how pre-service EFL teachers construct their knowledge and understanding of using sitcoms as an instructional tool.

### **3.3. Universe**

The study was conducted at a private university in the northwest of Turkey. It has 4 campuses, 8 faculties, 1 school of languages, 2 vocational schools, 4 institutes providing post-graduate education, and 1047 academicians lecturing at more than 100 programs. The number of the students studying at this university is over 14 thousand, and both Turkish and international students have a chance to study at other campuses, which are located in different parts of the world.

The specific setting or context of this study involved a third-year undergraduate methodology class in the Department of English Language Teaching (ELT). Some of the main courses offered by the department and faculty include *Introduction to Educational Sciences*, *Applied Linguistics*, *Approaches to ELT*, *Teaching Skills*, and *American Literature*. The dataset in this study was collected in EDS3005 *Special Instructional Methods* class where pre-service EFL teachers were learning particular approaches, methodologies, and techniques used in language teaching. Some topics of the course included learning styles and strategies, content-based language learning (CLIL), types and role of interaction, and authentic

materials in language teaching. The data collection took place between Weeks 10 and 14 when the course is allocated to using authentic materials in language teaching, more specifically sitcoms (see sections 3.5 and 3.6 for further detail about the training). As the course requirements, the students were supposed to submit 4 diaries, 4 lesson plans, and an end-of-semester reflection paper throughout the entire semester. In this course, they were also supposed to do school visits to implement their understanding or knowledge through their micro teaching sessions.

### **3.4. Participants**

The participants in this study were three Turkish and one international pre-service EFL teachers who study at the Department of ELT. At the time of the study, they were among the enrolled students in the EDS3005 Special Instructional Methods class as stated above. Although there were 9 students registered in the course, 4 of them were chosen for the purpose of this study (see section 3.7.1 Sampling for more detail).

Since the participants were third-year undergraduate students at the Department of ELT, they had already had some major courses, such as *Educational Psychology*, *Advanced Reading and Writing*, *Oral Communication Skills*, and certain prerequisite methodology courses prior to the current course (e.g. *Applied Linguistics*, *Approaches to ELT*, and *Teaching Skills*). Thus they were equipped with primary teaching strategies, methods, approaches, and techniques in English language teaching. Additionally, as a requirement of the ELT program, all pre-service EFL teachers start their internship experience in their third semester, and thus they are introduced to a real classroom environment.

To get more insights into the participants, a background information survey was also prepared. The background survey involved questions about the participants' age, nationality, educational background, language learning experiences and styles, languages they know (or speak), and the difficulties they have in English (see Appendix B for Background Information Survey). Thus, all 4 pre-service EFL teachers in this study have been studying English for over 10 years. Three participants have studied or lived abroad before for different time spans ranging from 6 weeks to 1 year. In what follows, Table 2 presents overall background information of the participants in this study, and then each pre-service EFL teacher is further

described in more details. To protect their confidentiality and privacy, pseudonyms were utilized in the study.

Table 2

*Overall Background Information about the Participants*

	Irene	Mert	Dilara	Gizem
Age	24	20	21	21
Gender	Female	Male	Female	Female
Nationality	Tanzanian	Turkish	Turkish	Turkish
Native Language(s)	Swahili	Turkish and German	Turkish	Turkish
Second Language(s)	English and Turkish	Russian, Chinese, Japanese, Norwegian and English	English and Italian	English and French
Study Abroad Experience	1 year	4 months	-	1 month
Period of Studying English	20 years	12 years	11 years	15 years

**3.4.1. Irene.** Irene is 24 years old, and she is from Tanzania. Her native language is Swahili. She has been living in Turkey for 3 years. Her purpose of coming to this country is to receive an undergraduate degree in ELT. She lived in Cyprus for one year before transferring to her current university. She has been studying English for 20 years. She has learned English mainly through formal classroom instruction and interacting with people. She also reported that she has problems with the pronunciation of certain difficult words; however, she has learnt to switch them with their synonyms while speaking. She also finds language learning fun, and believes that interaction is the best way to learn a language.

**3.4.2. Mert.** Mert is a 20 year-old Turkish male student. In addition to his native languages Turkish and German, he knows 5 more languages, which are Russian, Chinese, Japanese, Norwegian, and English. He has been learning English for 12 years, and lived in the US for 4 months before. He has learned other languages

through self-study while English has been learnt mostly through interacting with people and formal instruction. He is keen on learning different accents of English, and he achieves this by watching TV series and concentrating on how they articulate specific sounds. His only problem with English is that he sometimes feels that he uses some “incorrect” terms when he speaks. He is also very fond of Australian culture. His relationship with the profession of teaching, on the other hand, is based on his self-interest. He is planning to get a Celta degree because he thinks that being able to teach English can help him find a job in different parts of the world.

**3.4.3. Dilara.** Dilara is a 21 year-old Turkish female student. She does not have any study abroad experience; however, she has been studying English for 11 years in Turkey. She has been also learning Italian through an elective course offered by the university. She thinks that she improved her English mostly by interacting with people, watching movies, and listening to songs. Although she sometimes has difficulties in understanding what people say in movies or TV series because of their accents, she believes that she can learn English better by using it in real life. Moreover, she does not see teaching as a job, but a passion. According to her, being a teacher means sharing what you know and learning new things from students. Furthermore, Dilara believes that learning a new language and having competence in that language is not something easy, and that people cannot learn it simply from textbooks, tapes, and recordings. She believes that people must have motivation to learn a language. Her perception of herself as a teacher is also quite positive.

**3.4.4. Gizem.** Gizem is a 21 year-old Turkish female student as well. She has been studying English for 15 years. She has been abroad for one month to study at Yale University. She also took French classes, and recently she knows French at A2 level according to Common European Framework (CEFR). She has improved her English mainly by reading English books as well as watching TV series and movies. She stated that she loves especially watching sitcoms and there are some particular sitcoms such as *Friends* that she knows the all subtitles by heart. Although she feels very comfortable while using English, she does not feel the same way while teaching it. After her initial internship period at the university, she realizes that the real teaching environment is not similar to what she has learnt through coursework, which indeed made her think that she does not have passion for pursuing such a

profession. Therefore, she does double major in Psychology, and she expresses that this is her real passion.

### **3.5 Procedures**

In this section, the main procedures of the study that involves sampling, data collection, data analysis, and trustworthiness, will be discussed in details.

**3.5.1 Sampling.** As presented earlier, the overarching goal of this study was to explore how pre-service EFL teachers experience the process of learning to teach English through sitcoms. With regard to that, purposive sampling was employed in this study. To do so, I utilized a criterion-based selection, and one such major criterion was that pre-service EFL teachers must have certain amount of background or schemata in ELT such as the knowledge of second language learning, approaches to ELT, or teaching skills. Therefore, the third year ELT students were chosen as the most appropriate participants for this study.

In case studies, the participants are generally chosen either before the study or while the data are being collected. According to Patton (2002), choosing cases that are rich in terms of information is the power of the purposive sampling. Therefore, for this study, I started to focus on certain cases or subjects that provided more data to be analysed. In other words, one major assumption behind purposeful sampling was that I, as the researcher, wished to investigate a sample by selecting information-rich cases that would enable me to understand the central construct(s) under examination. While doing so, my purpose was also to maintain maximum variation among those cases or participants to portray their diverse experiences (Merriam, 2009). To achieve my purpose, I chose a participant who had a resistant attitude towards sitcoms as a teaching material, a participant who was a fan of sitcoms, a participant who supports other media sources as a teaching material rather than sitcoms, and a participant whose beliefs of sitcoms started to show changes during the training.

Before the study started, the participants were informed by the instructor about the purpose and scope of the study, and their informed consent was obtained. Two weeks later, the training on sitcoms as an authentic teaching material started (see section 3.6 for more details on the training and procedures).

**3.5.2. Sources of data.** The data in this case study come from six main sources: focus group interviews, diaries, reflection papers, recorded in-class discussions, lesson plans, and observation notes. This part of the study will provide detailed information about each source of data.

**3.5.2.1. Focus group interviews.** Morgan (1996) defines focus group interviews as “a research technique that collects data through group interaction on a topic determined by the researcher” (p130). According to Litoselliti (2003), focus group interviews are useful to learn participants’ beliefs, ideas and perceptions and to reach different perspective or controversial issues on the same topic through brainstorming. In terms of structure, there are mainly three types of interview: Structured, semi-structured, and unstructured/informal interviews. Whereas all questions and even the order of questions are determined in the structured interviews, unstructured interviews are usually flexible and include open ended questions. In qualitative studies, unstructured interviews can often be used to obtain enough data to determine questions for the next interview. In the semi-structured interviews, on the other hand, the interviewer has a guide that includes questions and the issues that need to be discussed. The interviewer uses flexible questions and may ask questions which are not in the guide according to flow of the discussion. Merriam (2009) states that this type of interviews enables interviewer collect specific data required from respondents. Similarly, two semi-structured focus group interviews were carried out to obtain data from all the participants both at the beginning and at the end of the study. Whereas the goal of doing pre-training interview was to find out pre-service EFL teachers’ overall perception of using sitcoms to teach English, the post-training interview aimed to investigate how they understood or perceived the whole process of training and using sitcoms to teach English as well as if their beliefs changed over time (see section 3.5.3 for detailed information about training). Some of the main questions that guided the pre- and post-training interviews in this study were about what they see important in language teaching, what they think about sitcoms generally and how they think the sitcoms can be useful or not for teaching English. (See Appendix A)

For both interviews, I conducted verbatim transcriptions for data analysis purposes right after they were completed. The following Table 3 shows the duration



of the interviews. As can be seen in the table, pre-training focus group interview took 59 minutes, and post-training focus group interview took 47 minutes.

Table 3

*Timeline and duration of focus group interviews*

Focus Group Interviews	Date	Time of the interview
Pre-training	November 12, 2015	59 minutes
Post-training	December 24, 2015	47 minutes

**3.5.2.2. In-class discussions.** In addition to focus group interviews, recorded classroom discussions constituted another data source in this. I spent approximately 8 hours in the course to record participants' classroom discussions, and conducted verbatim transcriptions for data analysis purposes. The following Table 4 shows the dates and duration of the classroom discussions.

Table 4

*Timeline for Classroom Discussion*

Date	Duration	Focus of the discussion
November 19, 2015	10 minutes	Jigsaw activity- Discussion on authentic materials
November 19, 2015	26 minutes	Comparison of course book video and the sitcom clip from <i>Friends</i> in terms of language authenticity
November 26, 2015	59 minutes	Contrastive analysis of two scenes from <i>Friends</i> in terms of roles, relationship, setting, type of language, and social contexts
December 3, 2015	11 minutes	Sitcom as an authentic teaching material

As can be seen, 4 in-class discussions with varying amount of time were conducted throughout the study. Each discussion activity had a different focus, starting from using authentic materials broadly and then moving towards sitcoms as specific instructional tool in language teaching.

**3.5.2.3. Diaries.** Diaries are another data collection tool used in research studies to get more data about participants' behaviours, ideas, and unobservable aspects of their lives (Corti, 1993). According to Yi (2008), diaries can be quite effective for revealing what type of problems participants have and helping a researcher develop a better insight about how these participants understand a case. Zimmerman and Wieder (1977) also find diaries helpful in getting data about the cases which are out of focus and take place outside the borders of observations.

In a similar vein, diaries were also utilized as another data source in this study. The participants wrote 4 diaries in total throughout the semester as a course requirement. However, only the last 2 diaries were analysed because the first two ones were not relevant to the scope of this study but the other course topics covered previously. The diaries in this study involved the participants' opinions, understanding, and learning experiences about the course, assignments, and discussions. Diaries were important because the participants had time to think about and reflect on particular issues in more detail. After all 2 diaries were collected; they were put into order and analysed accordingly.

**3.5.2.4. End-of-semester reflection papers.** In qualitative research studies, making objective inferences about the data is quite important. As MacNaughton (2001) asserts, the data analysis should be transparent as much as possible. At this point, reflection papers written by the participants enable a researcher to access participants' own comments, ideas, perceptions, and understanding of a phenomenon in order not to make false inferences. With a similar mind-set, the participants of this study also wrote an end-of-semester reflection paper at the end of the study. In order to provide an overall guidance for their reflections, the course instructor gave them six guiding questions to help generate ideas. (See Appendix B) The main purpose of the questions was to reveal their opinions, reflections, and learning experiences throughout the process of learning to teach English by using sitcoms as well as their micro teaching.

**3.5.2.5. Lesson plans.** During the semester, the participants were supposed to prepare 4 lesson plans as a requirement of the course. Overall, the purpose of preparing lesson plans was to relate or integrate the course content to their classroom practices. However, only the last one was related to the use of sitcoms in teaching

English. Therefore, for the purpose of this study, only the 4<sup>th</sup> lesson plan by the participants was examined. As expected, once the training was complete, the students were asked to prepare a lesson plan integrating a short clip of a sitcom into their teaching. While doing so, they targeted 7<sup>th</sup> and 8<sup>th</sup> graders. After the students wrote their lesson plans, they were provided both peer-feedback and teacher feedback with regard to their lesson plans before they actually implemented them in their micro teaching practices. However, for the purpose of this study, only the participants' lesson plans were examined to see how they integrated a clip of a sitcom of their own choice to teach English.

**3.5.2.6. Observation notes.** Marshall and Rossman (1989) define observations as "the systematic description of events, behaviours, and artifacts in the social setting chosen for study" (p.79). In this study, I define my focus of observation as nonverbal expression of participants' feelings and how participants communicate to each other while constructing their knowledge of sitcoms as an instructional tool. I took my notes in a narrative form. These notes enabled me to reach detailed information about the participants and make more reliable inferences by triangulating with other data sources.

**3.5.3 Training for the use of sitcoms in EFL classes.** The training was given to the participants in their EDS3005 Special Instructional Methods course. The aim of the training was not to give explicit instruction on a specific area or topic, but to raise holistic awareness of using sitcoms as a teaching material that can be used to teach English adopting a discourse-based perspective. During the training, each course lasted approximately 2 hours. This section presents the details of the training and procedures with regard to using sitcoms as an instructional tool in teaching English.

**3.5.3.1. Planning the training.** To receive guidance about my research study and inform my thesis supervisor about my research proposals, I met with her in a previously arranged face-to-face meeting. At that time, my supervisor was offering the course EDS3005 Special Instructional Methods, and she had a rough idea of introducing sitcoms as an instructional tool to create awareness on language use in real situations while covering the content of using authentic materials. Since I was also interested in such a topic and familiar with through one of the earlier

pragmatics-based courses, I volunteered to design a training schedule that will fit into the current course. In other words, we mutually agreed to collaborate to conduct a study on pre-service EFL teachers' understanding of using sitcoms as an instructional tool in teaching English and how their beliefs change through the training. Afterwards, we agreed upon a schedule of meetings to discuss the content and planning of training as well as the materials that we were going to use. We had conducted three meetings before the training started and prepared a 7-week schedule for the whole process including data collection and training itself. While five weeks of the whole process were allocated for the training, two weeks were allocated for pre-training and post training focus group interviews. Since we had limited time before the training, focus group interview was considered as the most appropriate type of interview that can help us to obtain sufficient amount of data over a short period of time and discover different views on the topic through the group interaction. Figure 1 below presents the schedule for the entire process.

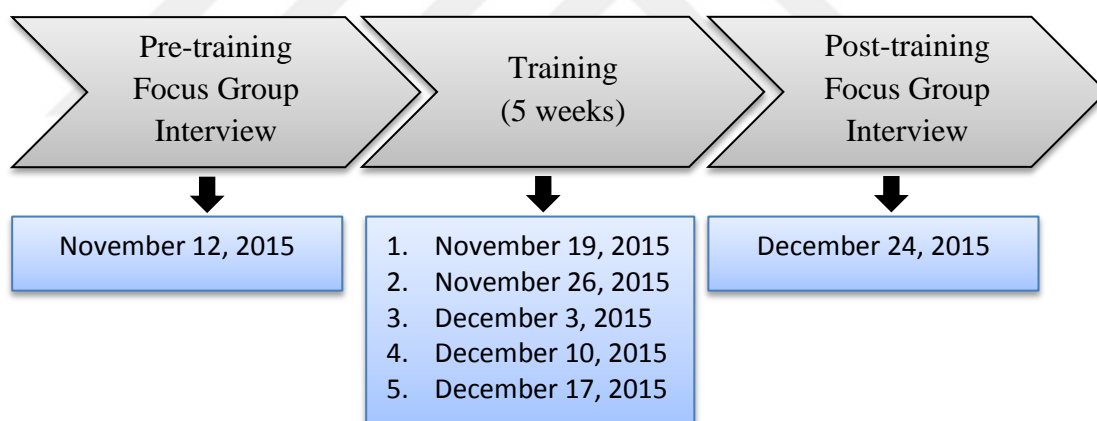


Figure 1. Diagram showing the 7-week schedule for the entire process.

In the meetings prior to the training, we discussed and agreed on the sitcom *Friends* (which was created by David Crane and Marta Kauffman and shown between 1994- 2004) to choose and show clips in class. Since it has appropriate contexts for a classroom environment and it can attract the attention of our participants due to its humour aspect, it was thought that it can create an initial awareness for pre-service teachers.

Moreover, we decided to use a video from New English File Elementary course book by Oxenden, Latham-Koenig and Lowy (2004) to have pre-service

teachers compare and contrast course book videos and sitcoms in terms of language use, social roles and contexts. This course book was chosen because its videos have artificial made-up backgrounds although they are successful in terms of presenting language that should be used according to main contexts.

After discussing videos, we thought over the articles. At this point, it has to be stated that the starting point for introducing sitcoms to pre-service EFL teachers was mainly Washburn's (2001) article, so it was chosen to use in the third week of the training. However, as it is argued by Washburn (2001) too, it has to be underlined that sitcoms do have some violations or exaggerations with regard to language use or content. In that sense, it has to be acknowledged that the goal in this study was to include only the appropriate content or language but at the same time make the participants aware of such features.

To use in the first week of the training, I also searched some articles showing the importance of authentic materials in L2 learning to have participants informed about what the authentic materials are and what their roles and advantages are in language teaching. Among six articles, my advisor chose *Authentic Language Input for Language Learning in EFL/ESL Contexts* by Bahrani and Sim (2013), *The Effect of Using Authentic Materials in Teaching* by Al Azri and Al-Rashdi (2014) and first five pages of the article *Authentic Task-Based Materials: Bringing the Real World into the Classroom* by Oura (2001).

Since participants were also going to be presented two video clips (a scene from *Friends* and a video from *New English File Elementary, 2004*) in the first week of the training, I searched a common topic presented in both videos to compare and contrast the language use and chose the theme "ordering a meal". The course book video was chosen from unit seven. In the video, a couple goes to a restaurant (the scene has just a table and two chairs with blue background) to have dinner and they order their meal. For ordering meal scene showed in *Friends*, Season 2 Episode 5 was selected to be watched. In the scene, all *Friends* characters decide to go out and eat at a fancy restaurant to celebrate Monica's promotion; however Rachel, Joey and Phoebe have financial problems to order a meal in such a restaurant. In case there were participants who did not know enough about the sitcom *Friends*, I also prepared

a handout presenting the plot and outlining main features of the characters. (See Appendix C)

In the second week, the instructor was going to elaborate on the issues, such as language use and social context or factors in sitcoms. Therefore, I collected examples of interactions that we could present social roles, degree of relationships; types of language used in particular contexts and social factors. One workplace scene from Season 4 episode 11 (See Appendix D) and one job interview scene from Season 8 Episode 19 (See Appendix E) were chosen. . Moreover, I, in collaboration with the instructor, prepared a worksheet in which pre-service teachers were asked to compare and contrast the episode they watched in terms of abovementioned aspects. (See Appendix F).

To provide pre-service teachers with general knowledge about what features make sitcoms promising option for the classroom and what they can be used for in the second week of the training, a video *Sitcoms as a Tool for Foreign Language Teaching* prepared by Christopher (2014) was also chosen to show in the class. In the video, Christopher (2014) touches on five dimensions of sitcoms which are structure, text, topic, references and audience and their connected implications for educational use. The ideas of important linguists (Krashen, 1982; Rose & Kasper, 2001) and scenes from the sitcom *Friends* are also presented in the video.

For the third week of the training, we agreed to prepare a power point presentation on activities that can be done with a video material to help pre-service teachers to use sitcoms effectively in their lessons. (See Appendix G) Since it was going to give us clues about pre-service teachers' knowledge of sitcoms as a teaching material, we decided to ask pre-service teachers to integrate a sitcom into their last lesson plan. Therefore, my supervisor and I provided pre-service teachers with a tool-kit which included sample video lesson plans, articles on essential parts of a lesson plan and a guide about how to prepare a video lesson plan. Since diaries 3 and 4 were also going to be written in this training period, we also agreed to accept them as data collection tools, as well.

For the fourth week of the training in which PTs were supposed to submit their last lesson plans, we decided to have them receive both peer and instructor feedback. Since pre-service teachers actively engage in the subject matter while

evaluating their friends' work, they will develop a better insight into the subject matter. Furthermore, feedback from a peer might be accepted more easily when compared to the feedback given by a teacher.

In the fifth week of the training, PTs were going to visit their schools to practice what they have learned in the training.

As can be seen, the content of the 5-week training was quite comprehensive. After the outline of the training was shaped, I followed a to-do-list for each week of the training and prepared what was needed for that week's training session. All materials I found or prepared were reviewed by my supervisor (the instructor of the course) and sometimes edited before they were used in the training.

Two weeks after these meetings, the training started.

**3.5.3.2. Implementing the training.** As previously stated, the participants in this study were observed in their Special Instructional Methods course during which they were introduced sitcoms as an instructional tool and gained insights into how to use them in an effective way. The 5-week schedule for implementation will be discussed in the following subsections.

*Week 1:* Prior to the first week of training, we made three copies of the articles chosen before to make a jigsaw reading activity in the classroom,. Therefore, the first week of the training comprised theoretical information about authentic materials, and the participants were provided with information about their usage, advantages/disadvantages, and roles in English language classrooms in the first hour of the class. At the beginning of the class, the instructor divided 8 pre-service EFL teachers attending the course into three groups and gave each group the copies of the same article. Participants were given approximately 15 minutes to read their articles. After participants read their articles, the instructor regrouped the students into groups of three as the following:

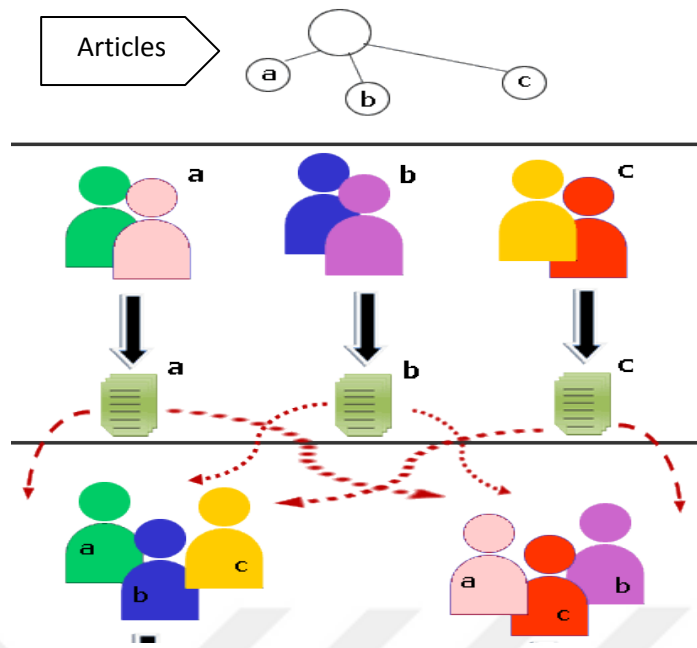


Figure 2. Diagram showing jigsaw reading activity procedure. (from *Collaborative techniques and strategies in Computer Supported Collaborative Learning* by Persico and Pozzi (N.D))

In the jigsaw group activity, each pre-service EFL teacher was responsible for presenting his or her article to this new group and discussing the issues in their articles because there was information gap among them. The discussions lasted approximately 10 minutes, and the first hour of the class ended. The instructor monitored the students while they were doing the activity, and she did not have interaction with them to leave them work on their own. While taking some observation notes, I recorded both group discussions.

In the second hour, the participants were first distributed the handout about *Friends*, and informed that they were going to watch a scene from *Friends* and a course book video in the second hour. The instructor and students had a look at the handout together to understand the overall plot and main features of characters. Then, two video clips were watched one after the other. The instructor asked pre-service EFL teachers to consider their own experiences and started a classroom discussion by addressing questions that helped students to compare and contrast language input, language use and authenticity in these two videos relying on their own understanding and perceptions.



*Week 2:* In the first hour, a short question- answer discussion activity was conducted on whether sitcoms can be used to teach English language or not. After the instructor elicited some answers, she played the 20-minute video *Sitcoms as a Tool for Foreign Language Teaching* prepared by Christopher (2014). The students were then encouraged to share their ideas during a 5-minute discussion on if sitcoms can be helpful to present how language is used in particular social contexts by various different social roles.

In the second hour, the pre-service EFL teachers were informed that they were going to analyse two different scenes from *Friends*, (See Appendix D and E) and they were supposed to fill the comparison activity worksheet (See Appendix F) while watching those videos. The worksheets were distributed and participants filled the activity worksheet individually while analysing these two sitcom scenes comparatively. Later, the class went on with a discussion on the questions in the worksheet. They discussed the relationship between the interlocutors, the influence of social context on how interlocutors talk to each other, and the language use in terms of linguistic features, register style (e.g. formality/informality), and authenticity. At the end of the lesson, participants were informed that they were assigned an article by Washburn through the online system of their university to read for the next week.

*Week 3:* In the first hour, a short classroom discussion was conducted on the assigned article. The students shared briefly what they learned from Washburn's (2001) article as well as what they thought and felt about using sitcoms to teach English. After the discussion, the instructor started the presentation (appendix) on many pre-watching, while-watching, and post-watching activities that can be done with a video material such as sitcoms and pre-service teachers took some notes.

After a short break, presentation went on in the second hour, too. Since students were going to be asked to integrate a sitcom into their last lesson plan, which was a requirement for the course, they were asked to prepare their lesson plans next week. They were informed that they were going to be sent a lesson plan tool-kit than can help them in lesson planning process. As the course requirement, students also submitted their 3rd diaries that week.

*Week 4:* Prior to the class, the instructor and I read pre-service EFL teachers' lesson plans submitted throughout the week, and wrote detailed feedback on these lesson plans. (See Appendix H for samples). Then, we took the hard copies of each lesson plan (without feedback) for peer feedback in the class. The seating arrangement in the class was arranged in a circle shape to make the peer feedback process more efficient.

The lesson started with the discussion on the problems they had while their lesson plans. After a short discussion, the lesson plans were distributed to the class so that they could comment on another classmate's lesson plan. After reviewing the lesson plans, pre-service ELF teachers evaluated them according to what they had read about in the articles and the activities presented in the previous course. After student finished their comments on the lesson plan, the instructor wrapped up the lesson mentioning some problematic issues with their lesson plans, and gave suggestions to overcome these problems. This procedure was carried out during a block hour and then the students were given their lesson plans with the teacher feedback at the end. They were asked to revise their own lesson plan in the light of given feedback before their micro teaching experience.

*Week 5:* In the last week of the training, pre-service EFL teachers went to their schools where they were supposed to use the lesson plans they edited.

**3.5.4. Data collection procedures.** The total data collection period took 7 weeks. The process started at the beginning of November 2015 and lasted till the end of December 2015. As stated previously, I informed all the participants about the purpose, scope, and data collection procedures of the study and obtained their informed consent before the study started. Then, the data collection procedure was divided into three stages, and the data collection tools to be used in each stage were determined. The following Table 5 shows the data collection period and tools used during each stage.

Table 5

*Data Collection Stages and Tools*

Stages	Data Collection Tools
Stage 1. Before the training	Pre-training focus group interview

Table 5 (cont.d)

Stage 2: While training	Pre-service teachers' diaries In-class discussions Researcher's observation notes Pre-service teachers' lesson plans
Stage 3. After the training	Post-training focus group interview Pre-service teachers' reflection papers

In terms of behaviours, I preferred to be “observer as participant” in all stages. In other words, the participation was subordinate to observation. I had a chance to interact closely with the participants and get their insights about several aspects relevant to the study. As Merriam (2009) states, a researcher can reach to a wide range of information by this method, but of course, the level of information is determined by the participants who are observed. Because of that reason, I tried to catch any single phrase, word, or gesture that could give important information to answer the research questions.

In *Stage 1*, all the participants were invited to their classroom for a focus group discussion. Before the interview had started, they were given the background information survey and asked to fill it out. Then, the instructor of the course started the interview and served as the moderator. I recorded the entire interview in order not to miss any important points. In this pre-training focus group interview, my primary aim was to learn these pre-service teachers' ideas, thoughts, and beliefs of usage of authentic materials in language classrooms prior to the training. My second aim was also to find out what they think about specifically sitcoms as a teaching material. Because there was an international pre-service EFL teacher in the group, the moderator asked the questions in English, but the other participants were free to express themselves in Turkish, their native language, when they needed to do so. During the pre-training interview, nearly all participants had a chance to share their ideas and comments on the issues that they agreed or disagreed with.

In *Stage 2*, I attended the course for four weeks to record in-class discussions and take some field notes. During this stage, the participants were also asked to write 2 diaries in the 3<sup>rd</sup> and 5<sup>th</sup> weeks of the training. In the week before the micro teaching, the participants were also asked to write their last lesson plans into which they should integrate a sitcom clip. As stated before, they were provided with a tool

kit including sample lesson plan formats. All the participants prepared a 40-minute lesson plan for 7<sup>th</sup> and 8<sup>th</sup> grade students studying in a private school. These were collected by the instructor for data analysis purposes (see section 3.5.2.5. Lesson plans for details).

In *Stage 3*, all participants visited the schools where they were supposed to use the lesson plans with sitcoms to teach English. After the participants' micro teaching experience, a post-training focus group interview was held to collect data about what they were thinking of this process of learning to use sitcoms and how their micro teaching went. The moderator was the instructor again. All discussion was recorded as the first focus group interview. In general, the participants were asked questions that they could reflect on the whole process as well as micro teaching in detail. Finally, the participants wrote an end-of-semester reflection paper based on the guiding questions as presented previously.

**3.5.5. Data analysis procedures.** Starting from the very beginning of data collection process, I conducted a systematic and reiterative data analysis as well as data triangulation. The data about research question 1 and research question 2 were analysed in the same way. In this part, I will explain the main steps that I took while analysing the dataset in detail. The following Table 6 summarizes which data collection tools were used to answer particular research question and how the dataset was analysed:

Table 6

*Data Collection Tools and Types of Analysis*

Research Questions	Data Sources	Type of Analysis
1- How do pre-service EFL teachers construct their understanding and knowledge of using sitcoms to teach English over a 5-week training program?	Focus group interviews Recorded in-class discussions Diaries Reflection papers Lesson plans Observation notes	– Inductive content analysis – Coding

Table 6 (cont.d)

2- To what extent pre-service EFL teachers' perceptions or beliefs on the use of sitcoms change at the end of the training?	Focus group interviews Reflection papers Recorded in-class discussions Diaries Observation notes	– Inductive content analysis – Coding
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*Step 1:* First of all, I started the analysis of the data by listening to the recordings repeatedly, and transcribing the pre-training focus group interview and classroom discussions as immediately as possible. In addition, I made a fair copy of all observation notes written down during the course. I read all this data and noted some reflections and ideas at the edge of the written documents. To identify the emerging themes, I coded the dataset manually and with color-coding. While reading the codes again, I defined some possible attitudes that the participants might have had and wrote down further details that I wanted to ask, observe, or look for in the next data collection step. The next data collection segment (e.g. second classroom discussion and new field notes) was treated in the same way, and they were compared with the first dataset. This process was repeated till the end of the data collection process on a weekly basis. While analysing the lesson plans, I focused on participants' objectives, what they used sitcoms as a material, which activities they conducted, and how the instruction was given.

*Step 2:* Categorizing the codes under larger themes was the second step of the data analysis process. All segments such as comments, ideas, feelings or even a single word that was related to the research questions of the study were identified. Then, all the other information about the cases, which was obtained through background information survey and my own observation, was brought together. I compared one segment of data with the previous or sometimes with the next one by taking all the personal information of the each case into account.

In the analysis of the pre-training focus group interview, the emerging beliefs were determined and compared across the post-focus group interview. The findings were also supplemented with other data collection tools, which were diaries, reflection papers, and in-class discussions. During the data collection, I also created

an inventory of the all data and organized them under the name of each participant in order not to skip any important information about the cases.

*Step 3:* Throughout this process, I could finalize some main themes thanks to repeating features. These repeating features of participants gave me some clues about not only how they constructed their knowledge through the training but also what kind of impact the training had effect on their understanding process.

*Step 4:* After determining the main themes, I reorganized the data obtained from the participants. All 4 participants' statements, comments, arguments, criticisms, and behaviours related to the defined themes were categorized and placed chronologically under the related theme.

### **3.6. Trustworthiness**

Unlike quantitative research, the issue of reality in qualitative research studies is a deep and comprehensive issue to work on it. As Merriam (2009) defines, the notions searched in qualitative research are multi-dimensional, not fixed and ever-changing phenomenon. The way people perceive the world and construct the reality show changes and this situation results in several explanation of same thing. Since the results are also based on the analysis and interpretation of the researcher, it becomes more complicated to maintain the validity and reliability. However, it is still possible to enhance the reliability and validity of a qualitative research with some strategies. The strategies used for promoting reliability and validity of this research study are as the following:

**3.5.1. Triangulation.** During the research study, data collection was made through multiple sources to enhance the credibility of the research. In addition to comments, feelings, and ideas written by the participants in the form of diary and reflection paper, I aimed to gain a deeper insight through focus group interviews, in-class discussions and observations. Richardson (2000) stresses that we can reach data through more than three aspects by using triangulation, therefore he defines this method as crystallization which means reaching infinite aspects of a phenomenon.

**3.5.2. Member-check.** Since the major instrument in a qualitative case study is the researcher, the results depend heavily on his or her interpretation. The researcher may make some wrong inferences about some comments that the

participant does not actually mean. To prevent such a case, I started to analyze the obtained data starting from the beginning of the study. To see if I am right or wrong in my interpretations about participants, the instructor and I prepared particular questions to ask participants in classroom discussions and interviews. For example, a participant who had a resisting attitude toward using sitcoms according to my interpretation was asked specific questions during the discussion to be sure about her real attitude. According to Maxwell (2005), this strategy is also one of the effective ones because it can both prevent the researcher making wrong inferences and bring to light what a participant means, thinks or believes.

**3.5.3. Adequate engagement in data collection.** Spending six weeks with participants, I was able to create a rapport with them. I gained an insight about their personalities, likes, dislikes and personal opinions. Thanks to this insight, each comment made by the participants made sense for me while analyzing the data. When I started to observe and hear same things and the participants told their instructor that they felt like they were repeating themselves while writing diaries and reflection paper in the last focus group interview, I decided that this was adequate and there was no need to observe anymore.

**3.5.4. Researcher's position (reflexivity).** Lincoln and Guba (2000) emphasize the importance of the researcher's position in terms of reflecting his or her biases, dispositions, and assumptions during the data analysis process. It is obvious that researchers' opinions, worldviews, feelings and experiences are crucial in a qualitative study. Because the researcher is also an English teacher and studied in EFL teacher training program like the participants, she could make better connections between the data she got and her ideas. By making inferences from her own experiences, the researcher carried out analysis of the data better.

**3.5.5. Peer examination.** To ensure reliability in terms of the inferences, I asked one of the colleagues to read the raw data and make some interpretations and comments to see whether some inferences were my own scenario or it could be really drawn out of the data.

In terms of generalizability, on the other hand, Guba and Lincoln (1981) state that it is not rational to ask if the information has any general applicability in qualitative studies because as Merriam puts forward (2009) human behaviour is

never static. However, it is still possible to enhance the transferability of the research study. To make the transferability possible somehow, I described the context and the participants as much as possible, thus someone who is in similar setting with similar participants might check some aspects of the study. Secondly, I tried to provide a maximum variation in the sample. During the data analysis, only four participants were chosen out of nine because they provide the most data and each had somehow different attitudes toward using sitcoms to teach English. There is also a variation in the participants' nationality, gender and education background although they are at same age group. So this feature of the study might also enhance its transferability because it has a wider scope to be applied.

### **3.7. Limitations**

In this study, the data were collected through focus group interviews, diaries, reflection papers, recorded in-class discussions, lesson plans and observation notes for 7 weeks. However, the amount of data was sometimes inadequate to reach concrete comments and make right inferences. To prevent this case, pre-service teachers might have been given guiding questions to answer in their diaries and focus group interviews should have been conducted in Turkish. Because pre-service teachers were asked just to reflect their ideas about the training in their diaries, required answers could not be collected from most of the participants. Moreover, some participants hesitated to participate in classroom discussions because they did not feel themselves secure while speaking English. Because of that reason, I had to choose just four participants from whom I could collect more data and this situation decreased the generalizability of the findings of the research.



## Chapter IV

### Results

#### 4.1. Introduction

This chapter provides the results of the data analysis collected through diaries, focus group interviews, reflection papers, lesson plans, in-class discussions, and observation notes to answer the following research questions:

- 1- How do pre-service EFL teachers construct their understanding and knowledge of using sitcoms to teach English over a 5-week training program?
- 2- To what extent do pre-service EFL teachers' beliefs or perceptions change after the training?

#### 4.2. Findings for Research Question 1

As stated previously, the data set to answer the first research question involve focus group interviews, diaries, reflection papers, in-class discussions, and observation notes. When these data sources are analysed to explore how pre-service EFL teachers in this study construct their knowledge and understanding with regard to using sitcoms to teach English over a 5-week training program, the following four main themes emerged: the role of micro teaching, the role of training, access to real life, and previous L2 learning experience. In alignment with the analysis and for the purpose of clarity, this section presents findings under these four broad quotes where several excerpts from the dataset are also provided.

**4.2.1. The role of micro teaching experience.** As previously stated in the methodology chapter, all PTs are asked to integrate a sitcom into a lesson and prepare a lesson plan for their practicums in the fourth week of the training. All lesson plans, written before and after the feedback, have been collected and analysed to see how their understanding of sitcoms as a teaching material has been reflected in their plans and if the feedback given has an effect on shaping their cognition of using sitcoms to teach English. After their micro teaching experiences, PTs' ideas and comments on their lessons are also collected through the end of semester reflection

papers and the post-training focus group interview. The data analysis reveals that micro teaching experience (with the decision-making process of the lesson plan) plays the crucial role in shaping PTs' understanding and knowledge of sitcoms as an authentic teaching material. It is seen that PTs' knowledge of sitcoms is mainly shaped while they dwell on some important aspects of their lesson plans according to given feedback whereas micro teaching experience itself affects the way how participants think about sitcoms.

**4.2.1.1. Process of planning the lesson.** PTs' lesson plans before the feedback reflect that they see sitcoms just an enjoyable material that they can have their students watch and do some activities with it rather than a material with which they can teach or practice a new knowledge such as vocabulary or grammar. Because of this reason, it is seen that there is a lack of presentation of the new knowledge and mismatch between the objectives and the activities in their lesson plans.

When PTs' lesson plans are analysed, it is seen that they have been planned only with activities which do not have a teaching role for students and sitcom clips have been chosen without taking the lesson objectives into account. Moreover, the practices have been left up in the air because they are not connected to any presentation. The pre-service teacher Dilara, for instance, aims to teach her students how to introduce themselves by having them watch two videos; however there is not such a scene in the videos that she has presented as the materials of the lesson. Mert, on the other hand, expects his students to be able to demonstrate their understanding of new words through body language while watching the sitcom in his objectives, but there is not such an activity in his lesson plan, too.

However, the lesson plans prepared by PTs after the feedback reveal that feedback has helped PT to understand what a sitcom is or is not as a teaching material, and how it should be used to be accepted as an effective teaching material. Based on their edited lesson plans and end of semester reflection papers, I can say that PTs have discovered that they should be careful while choosing their video material because videos, especially sitcoms, which are shot for native audiences, have different dimensions ranging from cultural aspect to humour aspect. Dilara, for example, shares what she has gone through in this process in the post-training focus group interview as the following:

While preparing my lesson plan, I understood that we should be careful about what kind of sitcoms or animation movies that we use. Since sitcoms include real life situations, there might be things that cannot be watched in a class environment. Or there might be jokes in the sitcoms which are too complex for us to understand. For instance, The Simpsons is one of the most famous sitcoms. However, it includes too many political jokes and implications which are related to the USA. That is why, we may not get these jokes and implications and some people may not like those kinds of political implications. Therefore, we should be careful about what we make our learners watch in language classes. (Dilara, post-training focus group interview, December 24, 2015)

This excerpt shows that Dilara tries to figure out what features sitcoms should have to be used in a classroom environment by refreshing her own existing knowledge of a proper teaching material. Because she plans to use it as a teaching material, her main concerns are mainly context of an episode and the language, especially jokes. Before her micro teaching experience, she has acknowledged that sitcoms as teaching materials should have an appropriate context and understandable jokes.

After the feedback, PTs have also realized how important it is to take the age, level and interest of the students into consideration before deciding the sitcom. Gizem, for example has not used a sitcom in her micro teaching although she has always been into the idea of using sitcoms in language classrooms. She explains the reason as the following:

While preparing my lesson plan, I realized that sitcom episodes do not introduce the characters and my students may feel lost because of this reason. So I decided to choose an animation movie, which is well known by my students and more level-appropriate. (Gizem, post-training focus group interview, December 24, 2015)

At this stage, it can be said that Gizem has taken her students' level, interest and existing knowledge into account in order to prevent some anticipated problems.

Analysis of PTs' lesson plans also reveals that they have got the idea that sitcoms can be used to present new knowledge such as vocabulary, grammar and even pragmatic aspect of the language, and they should be more specific in their lesson plans while writing their stages. In the revised lesson plans, all pre-service teachers have written stages in a more specific way by indicating even the behaviours that students are supposed to do when compared to the previous lesson plans which have had too general steps.

**4.2.1.2. Implementation of the lesson plan.** Micro teaching experience is a kind of transition stage from the theory to the reality for pre-service teachers. When the data is analysed, it is seen that micro teaching experience served as an important process that has helped PTs to construct their cognition and perception of sitcoms as a teaching material. While teaching with sitcoms, they have found out that sitcom as an authentic material is a source of motivation for students to learn English and a material on which teacher should ruminate.

In her micro teaching, for example, Irene notices that sitcom provides her students with rich input both in the form of visual and audio and this is what motivates her students to learn English. In her reflection paper, she writes

There are things like learning styles and strategies that before I didn't take them into much consideration while planning my lesson since I thought they are minor issues. With this training, however, I realized that they are actually major issues to look into in language teaching. (Irene, end of semester reflection paper, December 27, 2015)

After using a sitcom, she has developed the idea that sitcoms are source of motivation since they enable teachers to motivate their students by using different strategies addressing students who have different learning styles.

In the post-focus group interview, Gizem and Mert also point out that the effects of using an authentic video material have been seen clearly in their classes. According to Gizem, her students have been more eager, they have paid more attention and they have had more fun. She makes a comparison with her previous micro teaching experiences and states

We did three micro teachings in total in this semester. The students didn't care other two ones, but the last one... When I used authentic materials and the movie they all like, it went quite well. The other two were like mandatory, but the last one was fun. (Gizem, post-training focus group interview, December 24, 2015)

This comparison has made Gizem realize that a lesson into which an authentic video is integrated can be quite motivating. Gizem has also acknowledged that authentic videos play an important role to help students learn the language more easily and turn them into students who take part in the lessons actively.

Not only Gizem, but also Mert describes his micro teaching experience as an effective process during which he has acknowledged that sitcom can motivate the students to communicate and be a facilitator for a novice teacher. He writes his experience in his reflection paper as the following:

When I taught a class using a sitcom, I really enjoyed it because the main focus wasn't me, which made me less nervous than usual. Also, the students were really interested, they wanted to participate which is good because when they don't want to participate, it ends up being a boring class. (Mert, end of semester reflection paper, December 27, 2015)

This excerpt shows that Mert sees a connection between the students' motivation and the use of sitcom. He also acknowledges that not only students but also naïve teachers can benefit from using sitcoms.

Unlike her friends, Dilara's perception of sitcoms has been shaped differently in her micro teaching experience. While teaching, she realizes that students do not understand anything, so she has to paraphrase the content of the video. However, she realizes that understanding a joke is not only about the level but also about the knowledge of culture. In the post-training focus group interview, therefore, she has expressed that she will not use sitcoms for that age group again and explained its reason as the following:

For me, the most important thing is to understand the joke, the humour, because the humour is related to culture. It is fun when you get it

immediately, if somebody explains you, it is worse. (Dilara, post-training focus group interview, December 24, 2015)

Relying on this comment, it can be suggested that she has figured out sitcoms which include too many cultural issues or jokes cannot attract the students' attention and students may not be able to understand what is going on in the sitcom. Since she discovers this case only after her micro teaching experience, she writes

Going beyond the theoretical knowledge by teaching with a sitcom in a real classroom shows me some important aspects that should be taken into account. (Dilara, end of semester reflection paper, December 27, 2015)

Based on what she writes, it can be said that her micro teaching experience makes her think that sitcoms are the materials over which teachers must think.

Overall, it is seen that micro teaching experience with its decision-making and implementation processes plays an important role in shaping PTs' understanding and knowledge of sitcoms as a teaching material. Data reveal that PTs start to consider sitcoms as a material which can motivate students to learn English after their micro teaching experience; however it can also be assumed that they find choosing an appropriate sitcom difficult since there are many aspects such as context and language that they should take into account.

**4.2.2. The role of training.** The issue of teaching English with sitcoms is a new and sometimes a compelling one for PTs because they meet new dimensions of a lesson and try to do something they are not familiar with. According to data, the main contribution of the training is seen as being informed about using sitcoms to teach English by all participants. The following excerpts from reflection papers show the role of training on PTs' awareness process in terms of using sitcoms to teach English. Without exception, all PTs define this process as an awareness process as the following:

The training contributed me since I have never thought using for instance sitcoms in my classes when I become a teacher. I was thinking that it is important to use authentic materials but sitcoms did not come to my mind till I got this course. I was thinking to use some videos, animations, and so on but

I decided to use sitcoms with that course. (Dilara, end of semester reflection paper, December 27, 2015)

One of the content that was so useful for me in this course is about sitcoms because it was something new for me and the whole teaching environment. I learnt that I can also use different material apart from all the course books that I have been introduced to before from other courses. (Irene, end of semester reflection paper, December 27, 2015)

This course made me aware of the possibilities outside of course books in terms of teaching EFL. I always thought I would use sitcoms, but as homework. I've never thought of using them in class. It has been great learning about using them in class. (Gizem, end of semester reflection paper, December 27, 2015)

Using TV shows to teach English helped me understand that teaching is for life. It's not just a class, English is alive, and we need to use authentic materials to support what we teach. (Mert, end of semester reflection paper, December 27, 2015)

In addition to conscious-raising aspect of the training, data analysis reveals that classroom discussions made during the training can also be seen as the most contributing feature of the training on PTs' cognition. All PTs highlight that they have learned a lot from their classmates' ideas while discussing how to use sitcoms effectively. The following excerpts show why PTs think that their ideas on sitcoms are shaped through classroom discussions:

The activities that caught my attention is through the discussion we conducted during class hours and mostly when we could all contribute from our views about different things we think and imagine. This way it allowed us to be free and courageous to contribute no matter how limited our knowledge is at the moment. (Irene, end of semester reflection paper, December 27, 2015)

Last week, we were supposed to talk about our ideas related to the articles that we read. It was a great activity since I learn better when I share my ideas and feelings about what I read or listen. I also like discussions which

encourage me to participate in the course. I learn what my friends think about the articles through discussions. It is really important to hear what they think since their ideas might contribute to my learning. The best class is the one which provides interactive learning environment. That is why, I am really glad to have such a course. (Dilara, diary 3, December 3, 2015)

I really liked how we gathered in a classroom in a circle and talked about and discussed things. It was really fun and I loved it. Hearing about my friends' opinions is also important; this is one of the reasons why I liked it. (Mert, end of semester reflection paper, December 27, 2015)

As can be seen, in-class discussions play an important role in shaping PTs cognitions and perceptions since they serve as a comfortable platform where PTs share their ideas, learn and question different opinions and views. They all indicate that they co-construct their own knowledge while sharing their ideas in these classroom discussions.

Moreover, findings reveal that the last week of the training when pre-service teachers are supposed to apply what they have learned in their micro teaching practice has also an effect on PTs cognition since they need to transform their theoretical knowledge into practice. Below are the three comments on this aspect of the training:

The training was so interesting and effective most of all we could take the theories to class and practice them in a more practical way by planning a lesson plan and being able to practice micro teaching with the use of an interactive lesson plan from materials such as sitcoms and animated movies. (Irene, end of semester reflection paper, December 27, 2015)

It was a nice change! I mean in our other applied courses, mostly we focused on theory. Practicing the theory but using the authentic materials was really good, nice change, fun. It was something new that I did not have chance to go on. (Gizem, post-training focus group interview, December 27, 2015)



The part I liked the most in this course was using authentic materials both in our class and in schools. (Gizem, end of semester reflection paper, December 27, 2015)

As excerpts show, this aspect of the training has also an effect in PTs cognition since they have been given a chance to apply their new knowledge on sitcoms in a real classroom, get more practical in this regard and have an idea about how a sitcom works as a teaching material.

When the overall process is considered, it can be suggested that informing PTs about the use of sitcoms to teach English, in-class discussions where they co-construct their knowledge on sitcoms and the micro teaching practice are the three major aspects of the training that have effect in shaping PTs understanding and knowledge of sitcoms as a teaching material. Based on the data, it can conceivably suggested that training helped the pre-service teachers broaden their mind by making them realize that they can also use materials, which are not prepared to teach English, in their classrooms to teach English.

**4.2.3. Access to real life.** The data analysis reveals that relating scenes of sitcoms to the real life situations is a strategy used by the pre-service teachers while trying to shape their understanding of what a sitcom is or is not as an authentic teaching material. It is further found that participants mostly tend to connect sitcoms with real life in terms of (1) language use and (2) social roles and contexts.

**4.2.3.1. Language used in sitcoms.** According to findings, there are two conflicting perspectives about the authenticity of the language used in sitcoms. The main concerns of the participants are if the language used in sitcoms is realistic, and if sitcoms can be successful to show students how they should use the target language appropriately. Whereas two of the pre-service teachers, Dilara and Gizem have found the language in sitcoms realistic and authentic, Mert and Irene have disagreed with them and supported other media sources such as TV shows and blogs to teach real language.

From the beginning of the training, Dilara and Gizem are the participants who have found sitcoms quite realistic in terms of providing the audience with real English as well as the knowledge of how language is used in real life by relating sitcoms to English language use in real communication. They align themselves to the

idea that sitcoms are well ahead of the made-up videos that are prepared specifically to teach English and not successful to provide students with authentic language when compared to sitcoms. Below are the three excerpts that show their ideas on sitcoms and course book videos from in-class discussions:

I think first one (the course book video) was planned for the students. It is not something authentic or real. The sitcom *Friends* is ... authentic in terms of its language use and input. The other one is a formal video and it does not match with the real life use. (Dilara, in-class discussion, November 19, 2015)

The *Friends* clip is more authentic in the way they check out the menu taking into account the prices as well. Also the language that is used is definitely more authentic everyday English; whereas the language used in the other video (course book video) is quite formal. (Gizem, in-class discussion, November 19, 2015)

I think we should look at the “*Friends* video” in two parts. Because when 3 of them order, it is in more formal way, only 3 broken ones behave in informal way. If you think all of them, it becomes more realistic. (Gizem, in-class discussion, November 19, 2015)

From the excerpts, it can be assumed that what Dilara and Gizem think as realistic language is the informal language because they think that that is the language they need in their daily life. Since the language in the course book videos is formal somehow, they do not find it realistic. The following comment shows what Dilara thinks about necessity of informal language:

Students should be taught primarily some certain phrases used in daily life conversations because this is the language they will need to use mostly. (Dilara, in-class discussion, November 19, 2015)

Considering the sitcom *Friends*, Gizem, on the other hand, expresses that there is a gap between textbook materials and real communication below:

The language in these videos (course book videos) does not match with the real life use. The language in sitcoms is appropriate to teach real English and

*Friend* is a good one to show students samples of daily conversation. (Gizem, in-class discussion, November 19, 2015)

Although they agree that they need informal language more in the real life, they seem to be a bit cautious towards sitcoms since they think that using course book videos to teach formal language is also not a bad idea. They share their ideas by making the following comments on how knowing formal language is also as important as knowing the informal one:

While teaching, I would apply both of them (sitcom and course book video) in my classes since we are supposed to know both formal and informal ways of ordering a meal or any other things. However, I definitely think that *Friends* would get my students' attraction more than the other video. (Dilara, in-class discussion, November 19, 2015)

I think both of them would be useful, because we need to teach our students both formal and informal English. But, I'd prefer to use the *Friends* clip; for the sole reason of being more attractive of students' attention (Gizem, in-class discussion, November 19, 2015)

This excerpts show that they evaluate the formality/informality of language in these two sources, by taking a “teacher” perspective. They discuss the integration of these videos to language instruction as a teacher and focus on the necessity of knowing both type of language as individuals who know this language.

All in all, Dilara and Gizem are the pre-service teachers who have constructed their ideas about the authenticity of the language in sitcoms by relating the language with real life language. Since they think that the language in real life is somehow informal, they find the informal language used in sitcoms realistic to show and teach their students the real English. In doing so, they touch on the necessity of knowing informal language as much as formal one.

Throughout the training, Irene and Mert have also had optimistic stance for using authentic material in language teaching overall, but not necessarily sitcoms. They both have found the language in sitcoms too funny, sarcastic and exaggerated to teach English unlike their friends, Gizem and Dilara.

As a person who likes serious stuff, Irene finds the language in sitcoms too humorous and informal. According to my observation notes, she views the language in real life quite a bit different from the language shown in sitcoms. While watching the videos, she complains about the language used in sitcoms. Below are the comments on the language of the sitcom *Friends* made by Irene:

I cannot concentrate the language because of the jokes (Irene, in-class discussion, November 19, 2015)

It is too complicated for students. You understand and laugh at it, but they... (Irene, in-class discussion, November 19, 2015)

They are full of jokes and sarcasms; and this is extreme and does not look like authentic when compared to the daily life language. (Irene, in-class discussion, November 26, 2015)

What Irene does in these excerpts is to share her concerns about the language in sitcoms since she considers the language is not level-appropriate to use in classrooms and students may not focus on the language which is full of jokes. She also compares the language in sitcoms with the real life language and finds it too informal. According to her, sitcoms are not successful enough to show the daily usage of language although they present an informal type of language.

In terms of informal language, Irene has another concern. She puts forward that the informal language in sitcoms may lead students to a pragmatic failure in some situations. According to Irene, the presentation of formal language, therefore, should come first in language learning, and sitcoms do not often provide students with this formal language. The following excerpts show what Irene thinks about the issue of formality/informality in language:

A student who has learned English through watching sitcoms may have difficult times in formal situations because he or she does not have such formal language knowledge. (Irene, in-class discussion, November 26, 2015)

I'm having confusion. For example, you are teaching greeting, do you start with *what's up?* *How are you doing* or *how are you?* Which one comes first? That is the context confusing me. (Irene, in-class discussion, November 26, 2015)

Yeah it is more like *how can I help you*, I like it that way. Then I say, *Yes I would like to have this and that..* This is the sweet way. (Irene, in-class discussion, November 19, 2015)

Using an informal phrase in a formal context is embarrassing. (Irene, in-class discussion, November 26, 2015)

These excerpts show that Irene tries to make connections with what type of language people need to learn most and what type of language is taught in classrooms. Her confusion also results from learning the formal language first during her informal education years. Because of that reason, it is seen that she cannot figure out why teaching informal language before the formal one is considered more important by her friends.

Throughout the training, Irene has also had some concerns about the issue of politeness and formal language in sitcoms. She asserts that sitcoms show us how people talk politely in some places, however this does not always work in real life. For her, the real life politeness is not the same thing shown in the sitcoms and the formal language is not either realistic. Below is the dialogue that takes place after participants have watched a sitcom scene in which formal language is used:

**Irene:** I feel that way. Like saying *Pardon pardon* all the time is boring. Or the word you use *Bakar mısınız?* I take that word. I have to say it 2 times or 3 times to get something.

**Gizem:** So do you think that if you are kind, they don't see you. You don't exist.

**Irene:** yes, you sometime say *pardon* 10 times and nobody comes  
(In-class discussion, November 19, 2015)

According to Irene, being so much polite may work in sitcom scenes, but not in real life. After relating the polite and formal language used in sitcoms to the real life, she

has developed the idea that sitcoms are not successful enough to reflect the real formal language.

In alignment with Irene, Mert also states that neither made-up videos nor sitcoms realistic in terms of language use when he compares them with the real life situations. In that sense, he explains why he does not find them realistic with his following comment in one of the classroom discussions:

“Neither of them was realistic in my opinion. First one (course book video) is too formal and second one (a sitcom scene) is too funny to be realistic.”  
(Mert, in-class discussion, November 19, 2015)

By all means, this brief comment suggests that Mert goes further and compares both types of videos with the real life by showing they do not reflect the language used in real life because of their characteristic features such as formal fix phrases or too sarcastic and funny language.

Although Mert proposes that authentic videos can be used to teach the culture, jokes, and new words in classroom discussions, he has not showed positive attitude towards sitcoms. In one of the classroom discussion he asserts

Sitcoms are not the TV shows which can show the students real contexts or real situations to help them observe the authentic language. (Mert, in-class discussion, November 26, 2015)

This excerpt shows that Mert do not think sitcoms are effective in language teaching due to their made-up contexts and written situations when compared to real life.

As it was seen, all participants tend to relate the language used in sitcoms to the real life to construct their understanding of language in sitcoms. Findings reveal that two of the pre-service teachers have found the language in sitcoms realistic and authentic to be used in classrooms whereas other two have disagreed with them by asserting students do not benefited from sitcoms since its language is different from the real life language with its sarcastic and too informal features.

**4.2.3.2. Social roles and contexts presented in sitcoms.** The analysis of the data also yielded that the participants have attempted to understand sitcoms as

language teaching materials by relating the social roles and contexts presented in sitcoms to the real life, as well.

During the training, Dilara, Gizem and Irene have been the participants who discuss that certain roles in certain situations are presented in a meaningful way in sitcoms; and having students watch sitcoms can be useful to show how to use language according to the person whom we are talking to and the context we are in. The following are the two comments on social contexts in sitcoms made by Dilara and Gizem:

It does delivery a lot in one place such as teaching how to order a meal from the sitcom of *Friends*. Everything was all set up and well organized in a way that it was easy for both the students to understand and the teacher to deliver the right content at the right time. (Irene, in-class discussion, November 19, 2015)

I think that sitcoms teach learners real life situations which is one of the most important things to learn a foreign language. (Dilara, in-class discussion, November 26, 2015)

As a person who opts for watching sitcoms, especially *Friends*, and knows every episode by heart, Gizem is the foremost participant supporting that sitcoms present the situations that anyone can experience in everyday life. She shares her ideas about the restaurant scene where there is an arrogant waiter as the following:

The waiter saw himself higher than Joey. He is kind of making fun of them because they don't belong there. I think that is a kind of realistic, isn't it? (Gizem, in-class discussion, November 19, 2015)

Although Irene does not find that restaurant context in *Friends* realistic at first, she has gradually started to justify that people can experience even that situation where characters are broke and calculate the price of what they have eaten in a fancy restaurant. Following two statements show how she changes her mind after considering her own life experiences:

I think, it doesn't look like real. You are in a fancy restaurant, you calculate the price of the meal, you shouldn't do that, it is a fancy restaurant, you know

that, if you do that, go somewhere else. (Irene, in-class discussion, November 19, 2015)

.... (After a while)

Actually, I can experience it in my real life. I have friends who go to a nice restaurant and eat something nice but someone is broken, maybe someone just eats salad and you agreed before you will calculate the total and you split, so nobody pays more or less, something like that, but then other table, no, I can't pay all the things, I ate just this. (Irene, in-class discussion, November 19, 2015)

After comparing the ordering meal situation with her real life experiences, she realizes that it is possible to experience such a thing in real life, as well. This excerpt shows that Irene develops the idea that sitcoms as a teaching material might present real-like social roles and contexts.

In the second week of the training, as previously stated in the methodology chapter, participants have discussed a sitcom clip, where workers and doctors sit in different tables and do not talk to each other, in terms of presentation of social contexts. Dilara, Gizem and Irene all agree that it is same in the real life and the social context is presented quite well. They also put forward that one of the reasons why Joey talks to Ross differently was because they were at work, in a formal context. They discuss how real people also behave differently according to social contexts in real life as the following:

The second one is a great example showing how social context influences how we talk to each other. Because Ross and Joey, in reality, best friends and they never speak to each other like that: Doctor Ross. That shows that social context, a work place; influence how we speak to each other. (Gizem, in-class discussion, November 26, 2015)

If I studied that much, I would speak in a formal way, I think, you know, I am a doctor; I know lots of things (Dilara, in-class discussion, November 26, 2015)



It is a work place so, even though the scientists are informal with each other; they are all in total not informal. They are formal; they call each other “doctor” which is quite realistic, I think. (Gizem, in-class discussion, November 26, 2015)

Although Dilara and Irene have had some concerns about the social roles shown in sitcoms at the beginning of the training, they have also gradually realized through the classroom discussions that relationships between the social roles in sitcoms and real life have many similar dimensions and aspects. While discussing a situation, where Ross who has Ph. D. degree talks to his friends in an informal way, they comment as the following:

Joey and Ross are close friends and Ross put his title aside, but in the work place, he becomes a doctor again. It is like in real life. (Dilara, in-class discussion, November 26, 2015)

Yeah, you are right. It depends on their relationship. He can be a doctor but he can also be your boyfriend, so... You have to adjust your language if you speak about certain things. If you are talking about having a birthday party, why do you have to use a formal language? (Irene, in-class discussion, November 26, 2015)

Their statements indicate that they see a similarity between the situations in sitcoms and real life situations in terms of the ways we behave and talk according to social contexts no matter what our degree of relationship is. In these excerpts, they actually support the idea that the degree of relationship in sitcoms differs greatly according to different aspect of human life like it does in real life

Unlike his friends, Mert has been the only participant who argues that social roles and contexts in sitcoms are not realistic when compared to the real life situations during the training. For him, sitcoms are not successful in showing some aspects that are related to target culture such as houses, buildings or the country itself. Additionally, my observation notes reveal that Mert has watched sitcoms presented in the training with a great attention and he has found the roles of some characters too different from the real life. As previously stated, Mert does not support

the idea that the language in sitcoms is realistic. Similarly, in classroom discussions, he also claims that social contexts are too informal to be real as the following:

Watching sitcoms cannot be as helpful as watching a real situation or experiencing the real context because sitcoms are not even shot in real places. (Mert, in-class discussion November 19, 2015)

I actually hate sitcoms. I like recordings which are shot in real life places, not in studios. (Mert, in-class discussion November 19, 2015)

Actually I don't hate it; it is just not my type. The reason why I watch TV shows is to see other countries, people, houses, buildings... I don't like watching just because of the content. I want to see abroad. And sitcoms are mostly filmed in studios and I don't like it. It is weird but I watch them to see how they speak, how they form that sounds. My aim of watching is totally different. (Mert, in-class discussion November 26, 2015)

Situations in sitcoms are written just to make people laugh and one cannot experience such situations in the real life. (Mert, in-class discussion November 26, 2015)

In these excerpts, it is obviously seen that Mert does not consider sitcoms as an appropriate teaching tool to teach social contexts and social roles to students. For Mert, to be considered as a teaching tool, a video should reflect some features such as real life places that he wants to show and teach his students. Since sitcoms do not provide students with all the features he wants to teach, he does not consider them as effective authentic video materials.

While PTs go on discussing about how realistic the scene (restaurant) of the sitcom is, Mert's real life experience makes him also think that the way the waiter serves is not realistic because of the fact that customers are not treated like that in real life. The following extract is from a classroom discussion:

**Mert:** The way the waiter makes jokes... No! Nobody does that!

**Irene:** It depends on how often you go to that place, I don't know, it depends on something.

**Gizem:** Some people are just sarcastic, aren't they?

**Irene:** Yeah and fun. That is why you give tips

(In-class discussion, November 26, 2015)

This dialogue shows that since Mert has never been treated by a waiter in such a sarcastic manner he does not find it realistic whereas his friends put forward that this situation may happen in real life and they even have met such waiters. Although they have all watched the same scene and social role, they reach different conclusions because their life experiences are different from each other and they interpret the scene with their own life experiences. This difference in experiences, for example, makes Mert think that sitcoms as a teaching material do not reflect real situations for students.

In short, this section has presented how participants construct their understanding and knowledge of using sitcoms by relating real life situations with the ones presented in sitcoms in terms of language and social roles and contexts. During this process, it is seen that their existing schemas of social roles and contexts, the aspects they want to teach and their likes/dislikes play crucial roles in shaping their cognition.

**4.2.4. L2 learning experience.** The data analysis reveals that pre-service teachers' own L2 learning experiences also play a role in shaping their knowledge of sitcom as a teaching material.

According to data, PTs Dilara and Gizem who have learned English mainly through watching sitcoms think that being exposed to language with sitcoms can contribute one's target language knowledge. In doing so, they sometimes give examples from their own L2 learning experiences or highlight the difference between the language in course books they have studied and the language in real life to emphasize that students should need authentic materials to learn real English. The following excerpts, for example, show how their L2 learning experiences make them consider sitcoms as a teaching material which is useful for language development

I have learnt language mostly by watching movies or TV series and thus I also want to show my students the authentic ones where the language is used naturally. (Dilara, post-training focus group interview, December 24, 2015)

Sitcoms teach real life to students. They learn how to speak in their daily lives like not the academic language. They teach new vocabulary. Thanks to sitcoms, students are exposed to language in a natural way. And I also for myself learned the language mostly by watching movies or TV series that is why I think very valuable. (Dilara, end of semester reflection paper, December 27, 2015)

I know every *Friends* episode by heart, any single word. And it developed my English a lot. With sitcoms you also get to learn their culture (Gizem, in class discussion, November 26, 2015)

In these quotes, both Dilara and Gizem express that they find sitcoms very useful even for their own language improvement and very advantageous in language teaching. After thinking of their own L2 learning processes, they claim that sitcoms present vocabulary, daily life language, and real life contexts in a natural way.

While discussing why students need authentic materials like sitcoms to learn real English, Dilara and Gizem also highlight the difference between the language in the course books they have studied and the language in real life. In doing so, they share their personal ideas about how the language taught them in the schools is not true in real life and emphasize that using authentic materials such as sitcoms, therefore, is important to learn real language. Below are the excerpts that show examples given by Gizem and Dilara:

Think about a listening text and a natural conversation. Listening texts in the course books are like *How are you? I'm fine, how are you?* That is not true in real life. When students hear someone saying *how are you doing?*, they won't get it." (Gizem, pre-training focus group interview, November 12, 2015)

First video is an example from our old English books. We learnt *How are you? - I'm fine, and you?* It is kind of same thing. *What will you have? I think I will have mineral water;* so what will you have? It is not like that. In the other video the waiter didn't repeat the question. *You sir? You gentleman?* It was more realistic in my opinion. (Gizem, in-class discussion, November 19, 2015)

If I had a chance I would change the whole system, especially course books. For example we didn't use the government's textbook in the high school. We used extra materials. (Dilara, pre-training focus group interview, November 12, 2015)

In our education system, we are normally used to learn the language through course books or rote learning methods. It blocks the ways to use that language since there is not that much possibilities to use the language. People do not learn the language; they only memorize it with these traditional teaching methods. That is why, it is really valuable to learn what kind of and how authentic materials can be used in a language class (Dilara, end of semester reflection paper, December 27, 2015)

What they express in these quotes is actually a direct comparison of language materials used in their L2 learning processes and real language. They highlight the difference between the instructional materials and real life communication with regard to how English is used. Gizem, for instance, makes an analogous comparison between her language learning experiences through such videos in the course books and a sitcom clip in one of the classroom discussions to say how language use is different in these two sources.

After seeing that how to speak in particular contexts is taught inductively somehow with sitcoms, Gizem starts to believe that language education in Turkey ignores the importance of teaching "how to speak" aspect. In order to support her claim, she states that as Turkish students, they are not even taught pragmatics of their own language as in the following excerpt:

We make pragmatic mistakes in Turkish, as well. A couple weeks ago, a professor said that she was getting e-mails from her students saying *Selam*. Some of us, maybe most of us don't know how to talk to a professor that is pragmatic knowledge in Turkish, in our native language; so we don't learn pragmatic knowledge in Turkish. How do we expect teachers to teach English? (Gizem, pre-training focus group interview, November 12, 2015)

As can be seen, by touching on the lack of pragmatic instruction not only in her L2 learning but also in L1 learning in their education system, she highlights the importance of sitcoms that can provide learners with this knowledge.

Although Irene and Mert do not have such L2 learning experience with sitcoms like Dilara and Gizem, they also benefited from authentic videos such as movies or TV series while learning their L2. For Irene, watching authentic videos (rather than sitcoms) is also effective to teach students how to use language appropriately according to particular situations when compared with traditional way of teaching. In the first focus group interview, she says:

I never knew how to use “can I have” and “may I have” no matter how much my teacher taught me. Only after I watched an authentic video, I understood that “May I have” is more polite and more formal in a way. (Irene, pre-training focus group interview, November 12, 2015)

In the same way, as an addicted to Australian TV series, Mert also agrees that one can improve his or her listening skills considerably through watching authentic videos and these videos are important for students to learn English language. In one of the classroom discussions, he states

I have learned how to make particular sounds from watching Australian TV series. (Mert, in-class discussion, November 19, 2015)

In spite of these L2 learning experiences, neither Mert nor Irene think that sitcoms are effective materials to teach real English. As a foreigner in Turkey, Irene often remarks that language is learned best through real life experiences because she has been learning Turkish in that way. During the training, she has mentioned her own language learning experiences and told how she has learned to use language

according to different contexts through experiences. The extract below, for example, is from one of the classroom discussions:

Now I know that I should say *hesap*. Before I used to say *Can I have bill?* and then everybody was looking at me and say *What? What you want?* (Irene, in-class discussion, November 19, 2015)

In addition to that both Irene and Mert believe that interaction with native speakers or people who have good command in English is the main way to improve their English.

Conversations improved my English most. When I started to learn English, having conversation with people who spoke better English than me... What I meant is I gained more vocabulary; I gained more use of language. Let's say if I can say, I want to go out, then I talked to a person who says lets go, hang out and you get it. And next time I use "hang out" and not just go out because I received that and I don't forget it. (Irene, pre-training focus group interview, November 12, 2015)

Our education system needs more native speaker teachers. It can develop our English most. (Mert, pre-training focus group interview, November 12, 2015)

As can be seen, both Irene and Mert find interaction more effective when compared to sitcoms since they have learned their L2 mostly through interaction rather than watching sitcoms.

Overall, this part has presented four main themes which are the role of micro teaching, the role of training, access to real life and L2 learning experience that emerged from the data collected to answer first research question. These four themes have given detailed information about how pre-service EFL teachers in this study construct their knowledge and understanding with regard to using sitcoms to teach English over a 5-week training program. The following part, on the other hand, will present the finding of the second research question.

### **4.3. Findings for Research Question 2**

For second research question, change is operationalized by the differences in pre-service teachers' perceptions and beliefs before, during and after the training as

reported in pre-training focus group interview, in-class discussions, post training focus group interview and PTs' reflection papers. For triangulation purpose, the findings were also supplemented with other data collection tools which were diaries, and my observation notes. To have an in depth understanding of change in beliefs, the research findings will be presented case by case, which will provide a descriptive account of what pre-service teachers' beliefs were like before the training and if their beliefs changed through the training.

**4.3.1. Irene.** At the beginning of the training, Irene believes that sitcoms might not be an appropriate material to teach English because its language does not sound realistic. She takes a resistant attitude towards sitcoms since she thinks that students cannot understand the language, humour and cultural issues in sitcoms, so sitcoms cannot be efficient as a teaching material on students' language development as much as interaction with people who have better English than them. The following excerpt shows her initial beliefs of using sitcoms to teach English:

I don't like funny stuff. If it has too many jokes, I can't concentrate. I love serious stuff (Irene, in-class discussion, November 19, 2015)

As it is seen, Irene has not had a positive attitude towards sitcoms at the first week of the training. In the second week of the training, on the other hand, she vacillates between agreeing and disagreeing about the authenticity of situations and social roles presented in sitcoms. The following comment on the job interview scene shows her dilemma:

Joey says *who will pay for it? I didn't know that magazine will pay it*. The way, the setting where interview is happening makes him speak like that, in a comfortable way, it is okay. However, she (the interviewer) went to get something and then came; it doesn't happen in a proper interview. (Irene, in-class discussion, November 26, 2015)

This quote shows that Irene shares her concerns about depicted social roles and presented social context in sitcoms by focusing on two different dimensions of the particular scene. While she was thinking that the comfortable context where a job interview is held might make us speak in a more comfortable way, she didn't believe that the way the interviewer behaves is real like.



However, in the middle of the training, in-class discussions change her mind and she starts to believe that sitcoms might be useful because they show the social context in a realistic way. Below is the comment on how realistic the social roles are presented in sitcoms by Irene:

I have been the coffee shop so many times and there is this guy, I think he just wanna be friendly with me, like every time I go, he knows that I have cappuccino and then he says *Today are you having small, medium or large?* This is something like that. I think for this sitcom. One can experience this case. It depends on how frequent you have been there. (Irene, in-class discussion, November 26, 2015)

Although a gradual change can be observed in Irene's perception and beliefs during the training, the sudden change has been seen after her micro teaching experience. After she has had fun and seen that her class has gone better than her all other practicums, she starts to believe that sitcoms can also be used as a teaching material to teach English in the language classrooms. After sharing how her students have been motivated by listening and video-watching activities during her microteaching experience, she writes and makes the following comments:

In the class it went well with the use of sitcom. The students loved it so much. Since the movie had a lot to learn, kids answered all the questions and I personally loved it. Even the teacher herself loved how and what I delivered in the class participation during the class hour. (Irene, post-training focus group interview, December 24, 2015)

Using sitcoms and animation movies to teach is such a brilliant idea in English as a foreign language since it is a fun way of learning to language learners and also a good break point for the teacher as well since It does delivery a lot in one place such as teaching how to order a meal from the sitcom of friends .Everything was all set up and well organized in a way that it was easy for both the students to understand and the teacher to deliver the right content at the right time. (Irene, end of semester reflection paper, December 27, 2015)

Although she has had such feelings towards sitcoms as a teaching material at the end of the training, in the post-training focus group interview, she has stressed that her perception of sitcoms as a video has not changed and she will watch them only for teaching purpose. Below is the comment made by Irene:

I like cartoon movies. I can watch them all day. I will find reasons for my students to watch them, but not necessarily sitcoms. I know they are interactive, and fun, so I will also have to find a way to use them; however I am not type of people who watch sitcoms. I don't have fun. (Irene, post-training focus group interview, December 24, 2015)

In the post-training focus group interview, it was seen that Irene's perception of sitcoms as a teaching material has shown great changes when compared to her initial beliefs; however the training has not affected her personal taste and perception of sitcom as a genre of comedy.

**4.3.2. Mert.** In the first week of the training, Mert expresses his ideas about sitcom honestly and indicates that he does not like them at all. Below is the comment showing his initial belief of sitcoms as a teaching material:

I never watch sitcoms. I even hate them. Sitcoms are not realistic in my opinion. (Murat, in-class discussion, November 19, 2015)

From the beginning of the training to the micro teaching experience, Mert has had this perception and supported the idea that reality TV shows can be used instead of sitcoms because they look more realistic. Moreover, he has believed that sitcoms are not successful in presenting both real language and real social roles and contexts. Before his micro teaching experience, for example, he decides to show some different cultural aspects to his students while teaching English, however he notices that he cannot achieve it with a sitcom. The following excerpt shows how his perception is shaped during this process:

After searching an appropriate sitcom for a while, I realized neither animation movie nor a sitcom episode include the aspects that I wanted to show my students. (Mert, lesson plan feedback session, December 10, 2015)

The sudden change in Mert's perception of sitcoms as a teaching material has been observed after his micro teaching experience. After his students have had fun with the sitcom he has used, he has started to believe that sitcoms can also be used in the language classrooms if they have the features that an appropriate video teaching material should have. After his micro teaching, he expresses that it was a good idea to choose a sitcom to teach English. He writes his experience in the reflection paper as the following:

Using sitcoms to teach English was really fun and I loved it. Also, the students were really interested, which is good. All in all, that was a great class. (Mert, end of semester reflection paper, December 27, 2015)

This comment made after his micro teaching experience shows that Mert has developed the belief that sitcoms can also be used to teach English since they are source of motivation both for teachers and students. As a pre-service teacher who is aware of the fact that EFL students are exposed to language just in their classrooms, he also asserts the following comment on sitcoms in his reflection paper:

I plan on using sitcoms and TV shows to teach English in the future, as long as I'm allowed. Showing students that English is more than just a class is important. I believe that every student should realise this. (Mert, end of semester reflection paper, December 27, 2015)

In spite of these positive beliefs of sitcoms that he wrote in his reflection paper, he gives the following answer when his idea about using sitcoms to teach English is asked in the last focus group interview:

I don't like sitcoms and animations. I don't watch them. I think I will use them but not so often. Because they are not filmed in real life places, I don't find them real. I will use them for language. I think it is a good idea to use authentic materials but not sitcoms maybe TV shows or blogs. Perhaps, I will make my own movie. (Mert, last focus group interview, December 24, 2015)

Consequently, depending on the data, it can be stated that Mert's micro teaching experience changed his perception of teaching language with sitcoms and made him think that sitcoms can also be used to teach linguistic features. However, it

is also seen that training has not changed his ideas about using sitcoms to show social contexts when his last comment on sitcoms is compared to the first one.

**4.3.3. Gizem.** Before the training program, Gizem is the pre-service teacher who has difficult times while teaching English and about to lose her interest in teaching. In the pre-training focus group interview, she explains why she feels this way by making the following comment about herself:

I don't want to be teacher. At the beginning, I wanted to become one but then I did volunteer work as a teacher and tutored some students. Now we have "university at school" internship and I understood that don't like teaching in any way. I don't have the passion for it. (Gizem, pre-training focus group interview, November 12, 2015)

According to her, the main reason of her loss of motivation for being teacher is the language education given in Turkey. She strongly believes that the language presented in the classroom is much more different than the real language spoken outside of the classroom and getting students to be exposed to this type of authentic language is not possible through course books. The following comment also shows why Gizem is not satisfied with language education system and does not want to be a teacher:

Language in the course books is not true in real life. ... We make students just learn English without teaching its importance, so they feel that they don't have to know English. I would try to make the whole country understand that English is used as lingua-franca now because we have nothing in English in Turkey. Everything is in Turkish. Maybe science can be both in Turkish and English. Maybe we can try to make it into a second language because as a foreign language no one takes it seriously. (Gizem, pre-training focus group interview, November 12, 2015)

However, all these negative attitudes towards teaching have changed when the training has started. After she has learned that they are going to learn how to use sitcoms to teach English, she gets excited and shares her excitement in her third diary as the following:

I also loved the discussion on the videos and how to integrate them in class. I happen to be head-over-heels in love with *Friends*. I've been watching it from first to last season all over again for nearly 8 years or so. So, you can imagine my level of happiness when I saw a clip of *Friends*. I quite enjoyed watching the two videos and comparing them. (Gizem, third diary, December 3, 2015)

As it can be understood from her comment, the content of the training arouses her interest and she becomes the participant who maintains her positive perception of sitcoms from beginning of the training to the end. She has been quite satisfied to learn that sitcoms can also be used as an authentic teaching material because she is also one of the people who love watching them. During the training, she has always supported the efficacy of sitcoms as a teaching material in showing the real language, real contexts, and cultural issues to the students and she has dwelled on the issue that the language used in sitcoms is quite realistic and can set a good example for EFL students who learn the language through their course books.

Although her positive perception of sitcoms as a teaching material has not changed after the training, teaching with sitcoms has changed her ideas about being a teacher a lot. Based on my observations, I can put forward that she finds teaching enjoyable with sitcoms and she starts to love teaching even with young students although she has hated it at the beginning of the training. In her reflection paper, she shares her feelings about her micro teaching as the following:

I loved using authentic materials both in our class and in schools. It was a great experience for me. (Gizem, end of semester reflection paper, December 27, 2015)

In the post focus-group interview, she also points out that the effects of using an authentic material have been seen clearly in her class and she has enjoyed it, as well. Below are the two comments on her micro teaching and perception change:

The students didn't care my other two lessons, but the last one... When I used authentic materials and the movie they all like, it went quite well. The other two were like mandatory, but the last one was fun. (Gizem, end of semester reflection paper, December 27, 2015)

I hate teaching, but when I used animation movie, it made teaching fun for me too. When I was learning English I watched sitcoms and it developed my English a lot. I will do it for my students, too. (Gizem, end of semester reflection paper, December 27, 2015)

It is seen that she makes a comparison between her previous micro teaching experiences and the last one; and seems to understand that what an authentic video material such as a sitcom or an animation movie can change in a classroom environment. After the training, she realizes that teaching with authentic videos is more fun and activities of such a lesson work well and attract the attention of the students more. In other words, the training on how to use sitcoms to teach English has actually changed Gizem's perceptions and beliefs of teaching.

**4.3.4. Dilara.** Before the training has started, as a pre-service teacher who has had working experience, Dilara is aware of the fact that students are motivated with authentic materials and it is important to present them real English because they are not exposed to it in their natural setting. However, she has not had an idea about teaching English through sitcoms before the training has started. Therefore, the usage of sitcoms in language classrooms has become an important issue for her. In the first week of the training she emphasized the usage of authentic videos with the following comment:

I personally believe that as the teachers of this century, we should be able to take advantage of technology and provide our students as many authentic materials as possible. (Dilara, in-class discussions, November 19, 2015)

For Dilara, the idea of having students watch sitcoms to teach English is important since she is also one of the people who have learnt a lot in sitcoms in terms of language use. In relation to advantages of sitcoms as a teaching material, she said

Sitcoms teach real life to students. They learn how to speak in their daily lives like not the academic language. They teach new vocabulary. Thanks to sitcoms, students are exposed to language in a natural way. And I also for myself learned the language mostly by watching movies or TV series that is why I think very valuable. (Dilara, in-class discussion, November 26, 2015)

During the training, she has believed that sitcoms also show certain social contexts in a great way which is one of the most important things in foreign language learning process.

Contrary to expectations, Dilara's perception of sitcoms as a teaching material has changed after her micro teaching experience which has not gone well because of some reasons. In her reflection paper, she writes that she decided to not to use sitcoms with young learners for the next time because of her failure in micro teaching. Below is the comment made by her:

I personally like sitcoms, but I didn't like my experience, not with that class. I don't want to use sitcoms with young students, but I can use animation movies. Or, I might give a try with other classes to make sure that whether they like sitcoms or not. If I have the same experiences, I probably will continue with using animation movies for that age group, not sitcoms. (Dilara, end of semester reflection paper, December 27, 2015)

Based on what she has written, it can be said that her experience made her believe that sitcoms may not be suitable for young learners because they do not have features that can attract the attention of young students and its humour is above their level. These results suggest that Dilara is the pre-service teacher whose perception of sitcoms as a teaching material has slightly changed after the training.

## Chapter 5

### Discussion

#### 5.1 Discussion of Findings for Research Questions

The main purpose of this study was to investigate how EFL pre-service teachers constructed their knowledge and understanding of using sitcoms as authentic teaching materials over a 5-week training program. The data set used to find out the answer of this question was composed of focus group interviews, diaries, reflection papers, records of classroom discussions, lesson plans and observation notes taken by the researcher during the course hours. All this investigation process also revealed if there is a change in the pre-service teachers' perceptions of learning to use sitcoms to teach English, which is the answer of second question of the research.

**5.1.1 Discussion of findings of RQ1.** To answer the first research question, the main themes that have an effect on PTs' cognition while they are constructing their understanding of using sitcoms to teach English have been identified. The identification of these themes has been crucial to gain a deeper insight into this cognitive process.

As previously stated, the analysis of the data reveals that training, micro teaching experience; L2 learning experience; and PTs' relating sitcoms (e.g. language use, social roles and contexts presented in sitcoms) to the real life play significant roles in shaping their cognition.

Training which lasts 5 weeks with micro teaching experience has the biggest role in shaping pre-service teachers' cognition in this study. Although pre-service teachers have an idea about what the authentic materials and what their advantages are, sitcom as an authentic teaching material is something new for all of them. As pointed out in the findings part, the components of training which are in-class discussions, materials, feedback, presentations and the general ambiance of the class also shape the pre-service teachers' perceptions of sitcoms. Among all these features, in-class discussions have become a platform for pre-service teachers where they



share their ideas, learn their friends' opinions, compare different views and co-construct their own knowledge and understanding of using sitcoms. This finding is parallel with the conclusion of Law's (2007) study which indicates that guided group discussion has an effect on both PTs' ideas and their efficacy in teaching. It is also worth noting that the content of the training plays a fundamental role since it makes pre-service teachers realize that there are various significant sources such as sitcoms or animation movies to teach English. First of all, these findings echo the study of Borg (2003), suggesting that teacher education program affects the pre-service teacher's cognition by encouraging them to adopt some main and important approaches, techniques, strategies and materials. On the other hand, the findings are not in accordance with Richards's et al. (1996), study which reveals that training does not have an effect on pre-service teachers' cognition, beliefs, and assumptions.

Secondly, micro teaching experience, in other words being in the teacher position is the other effective type of experience that forces the pre-service teachers to think all the aspects of using sitcoms to teach English. While they are thinking on what they should be careful about while choosing an appropriate sitcom for their class and how effectively they can exploit a sitcom as an authentic material, they shape their own understanding of using sitcoms. Based on these analyses, it can be said that these findings are partially in harmony with the study conducted by Johnson (1992), revealing that pre-service teachers' cognition is affected by many factors coming along with micro teaching experience.

Thirdly, it is possible to hypothesise that there is a link between pre-service teachers' L2 learning experiences and what they think about using sitcoms to teach English. When we look at their language learning experiences, we see that Dilara and Gizem have improved their English through watching sitcoms while Irene has learned how to speak English through interaction with people. As a bilingual, Mert has also tried to learn 5 more languages through only self-study and interaction in addition to his native languages Turkish and German. So, it seems that their own language learning experiences have an effect on what they think about the issue of using sitcoms to teach English. Since Dilara and Gizem owe their competence in English to sitcoms, they accept the idea of using sitcoms in language classrooms so readily. Mert and Irene, on the other hand, have some doubts and cannot be sure about the efficiency of sitcoms in terms of teaching language because they have not

experienced such a case. Lortie (1975) uses a term “apprenticeship of observation” for pre-service teachers’ prior learning experiences. It is true that PTs of this study have already a perception about how a teacher or a lesson should be, as well. This knowledge, therefore, has had an effect on the way they construct their knowledge. The findings of the current study are in harmony with Johnson’s (1994) and Numrich’ (1996) studies which reveal that pre-service teachers’ cognition and perceptions are shaped through their own L2 learning experiences and their acceptance or rejection of course content is also based on their previous language learning experience. These findings are also parallel with the results of Andrews’ (1999) and Reeves’ (2009) studies which show that PTs previous language learning experiences influence the way they think and attitudes towards issues related teaching such as materials.

These results show similarity to the study conducted by Borg (1999) which reveals that pre-service teachers construct their understanding of teaching L2 through schooling (language learning experience), classroom experience and teacher education program.

The findings of the study also suggest that pre-service teachers’ own life experiences have an effect on their cognition while they are comparing the sitcoms with the real life. During the training Dilara and Gizem often touch on the importance of knowing informal language phrases and necessity of having students be exposed to this type of language knowledge. After they think of their own lives, they agree that they mostly need informal language while communicating. I observed that their need for informal language makes them think that sitcoms can be valuable materials because they mostly present informal language and this is already what their students need to learn. Irene, on the other hand, is the only pre-service teacher who often stresses the fact that teachers should give emphasis more on the formal language. According to Gizem’s point of view, using a formal phrase in an informal context is the common problem for Turkish EFL students, while Irene thinks that using an informal phrase in a formal context is more embarrassing, so there is nothing wrong with teaching the formal language first. This difference might be explained by their different life experiences. Based on my observation notes, I can state here that there were times in Irene’s life that she has needed formal language more than informal one while Dilara and Gizem have usually been in social contexts

where speaking in a formal way may sound weird and they need to understand and use informal phrases. It can therefore be suggested that real life experiences can be determiners in the process that pre-service teachers construct their knowledge of different types of language used both in real world and media.

Another issue that should be touched on here is the effect of real life experiences on the perception of social roles and situations in sitcoms. Mert, for example, is the only pre-service teacher who does not find sitcoms realistic enough to use in language classrooms after he compares a sitcom scene (a sarcastic waiter in a fancy restaurant) with his own experiences. As far as I observed, he has main schemas of main contexts and particular social roles such as waiters and teachers that he has gained through life experiences. After watching the sarcastic waiter in the sitcom, he rejects it because he has never met a waiter who reacts that way. His experience makes him think that there is a difference between the behaviours of the real social roles and the roles created in the sitcoms. Therefore, he argues that sitcoms may not be a good choice to show how language is used by particular social roles in particular social contexts. Based on her life experiences, Gizem, on the other hand, has the idea that there are different types of people who are sarcastic, bossy or aggressive in the real life, so a waiter, as a human being, can also behave like that which is quite natural and realistic. In general, therefore, it seems that pre-service teachers' real life experiences can be considered as the third type of experience underlying their ideas and perceptions of sitcoms.

In addition to training and experiences, pre-service teachers' interests have also played an important role while they construct their knowledge of using sitcoms. While pre-service teachers are relating the sitcoms with the real life, I observed that if they have interest with sitcoms, they think their students are going to love sitcoms as teaching materials, too. Dilara and Gizem, for example, are already motivated to use sitcoms because of their strong interest and affinity. I can state that their personal tastes make them not only feel sympathy towards both language and the social roles depicted in sitcoms but also find them realistic. Since watching sitcoms has an important effect on their English, they put forward that their students might also benefit from them in terms of learning language. However, the data obtained from the classroom discussions and my observation notes suggest that improvement in their English resulted from watching sitcoms for having fun, not for learning English.

That is actually what Gardner and Lambert (1972) called as integrative motivation. Because they are integratively motivated to watch sitcoms, they have developed a positive attitude towards sitcoms as a teaching material during the training. At this point, it is also possible to hypothesise that the reason of why Dilara and Gizem find even the most exaggerated features and social roles realistic might be spending so much time watching these sitcoms and developing a schema in their mind which can make these features normal for them.

On other hand, Irene and Mert are the individuals who do not like watching funny stuffs like sitcoms. Because they do not have an interest in sitcoms, the classroom where they have got the training was the first place where they had to watch 3 sitcom videos. After obtaining some data about their interests, I can state that their personal interests prevent them from feeling sympathy towards sitcoms in which there are too many jokes, social roles are depicted half-mockingly, and the places where the scenes shot are not real. Although these features are the main reasons why Dilara and Gizem like sitcoms, they do not appeal to Irene and Mert. While Irene has interest in serious authentic videos, Mert's point of interest is usually TV shows. The common feature of these videos is that they are almost always spontaneous and they are either real life scenes or very close to real life situations. In general, it seems that as individuals who like watching these kinds of videos, Irene and Mert have had some difficulty in finding the scenes and the language which is full of jokes authentic. A possible explanation of this difference might also be not being familiar to sitcoms as much as Dilara and Gizem.

Overall, it could be conceivably be hypothesised that training, micro teaching experience and PTs' L2 learning experiences have a big role in the process when pre-service teachers build their understanding and knowledge of using sitcoms to teach English.

**5.1.2 Discussion of Findings of RQ2.** It is true that authentic materials are sometimes complex ones for some students, and using these materials in language teaching even makes the situation more challenging for language teachers. This study, therefore, also aims to investigate change in pre-service teachers' perception of learning to use sitcoms as an authentic teaching material in general and find out if there is a change after the training they have received. Findings of many research

studies actually show that pre-service teachers hold particular beliefs and ideas about teaching before they start their teacher education program (Almarza, 1996; Freeman, 1992; Johnson, 1994; Kagan, 1992; Mattheoudakis, 2007; Tatto, 1998). While some of them find out that training has an effect on PTs' beliefs and it develops or changes their ideas about teaching (Cabaroğlu & Roberts, 2000; Debreli, 2012; Neettle, 1998), some of them indicate that training does not have an important effect on pre-service teacher's beliefs, perception and cognition. (Almarza, 1996; Brown & McGannon, 1998; Mattheoudakis, 2007; Peacock, 2001; Polat, 2010) before discussing the results, it should be noted that participants of this study did not have an existing perception of using sitcoms to teach English before the training. As the findings reveal, their perception of sitcoms as a teaching material has taken a shape during the training given.

First of all, it has been seen all pre-service teachers has started to perceive sitcoms as a source of motivation and fun for both students and themselves at the end of the training. When pre-service teachers have compared their other two micro teaching experiences with the last one, they have felt satisfied since they have noticed the active participation of their students and how smoothly their lessons have gone with a video material. Although some of them have had some doubts about using an authentic video in the classroom at first, their perception and ideas have changed during the training and they have started to think that the success of their lesson is related to using sitcoms. According to findings, there are two main reasons of this change: classroom discussions and micro teaching experience.

Classroom discussions which are quite intense during the training plays a crucial role in shaping pre-service teachers' perception of using sitcoms. The research study of Kalelioğlu and Tekmen (2002) investigates the effect of classroom discussions which are based on videos and reveals that pre-service teachers develop self-evaluation ability, realize the wrong behaviours and start to think from multi-faced perspectives thanks to classroom discussions. In this research study, pre-service teachers could also shed light on many important issues through exchanging information, brain storming, clarifying doubts and critical thinking. The findings reveal that classroom discussions in this study enable pre-service teachers to co-construct their own knowledge and understanding. This result also show similarity with results of Ajayi's (2009) study which reveals that pre-service teachers construct

their understanding of ideas, concepts and topics related to teaching with using asynchronous discussion boards by asking questions of one another, expressing their own opinions and experiences, and gaining new insights from the others' experiences and perspectives.

Micro teaching experience, which is found out as one of the main factors that shape pre-service teachers' cognition, is also a crucial factor in perception change in this study. Previously, it was thought that novice teachers can adapt to being a teacher easily because they, as newly graduate, know well what a student needs. In his article "Perceived problems of beginning teachers", Veenman (1984), however, touches on the term "reality shock" and states that new teachers are shocked in their first year when they see how a real classroom atmosphere and real students are different from what they have been taught at college. This is actually what participants of this study have experienced in their micro teaching experiences when they have tried to teach lesson with a sitcom which is something new also for them.

With micro teaching experience, PTs have begun to think that "how to teach" aspect of teaching is as important as what to teach. During their micro teaching experience, pre-service teachers have acknowledged what activities can be done with sitcoms, for which student groups sitcoms are suitable, which sitcoms can be considered as appropriate to teach English, what students feel towards sitcoms and so on. They therefore perceive their micro teaching experiences as a process which help them develop a better insight in using sitcoms. These findings are also parallel with the results of Yaman's (2010) study on pre-service language teachers' conceptual change and Khahir' (2014) study which reveals that practicum creates awareness about the real nature of teaching for pre-service teachers.

After the micro teaching experience, it was seen that pre-service teachers have developed many perceptions about the sitcoms. According to data, it can be assumed that pre-service teachers find sitcoms difficult to choose but easy to use to teach English. Because they have to think a lot on the appropriate sitcom episode, they realize that it takes time to pick a sitcom which can be used to teach English. On the other hand, findings reveal that learning to use a sitcom in the classroom is a good experience for nearly all participants. While some of them consider using sitcom as a break time when a teacher can rest a little bit, some think that it helps the

new teachers feel less nervous because it draws attention to itself. It can also be suggested that pre-service teachers want to choose a material with which they are going to feel themselves more secure. Moreover, it seems that they recognize how important it is to know students' interest while choosing a material. They also seem to know that the more students find something relevant to them, the more effectively they participate and comprehend a topic. These findings reflect the viewpoint of Cunningsworth (1984) who states that materials should be connected to students' real lives and they should connect a bridge between the material and their interests, abilities, attitudes and emotions.

The findings also suggest that pre-service teachers (except from one of them, Mert) perceive sitcoms as an effective material showing students particular real contexts and situations. Because pre-service teachers establish a strong connection between their own real life and life presented in sitcoms, they think that using sitcoms to teach English with its all aspects from pragmatics to semantics is a good idea.

To sum up, the findings of this research question show that pre-service teachers' perceptions of sitcoms are shaped by changing, adapting and reconstructing their ideas mainly during the training and micro teaching experience.

## **5.2. Conclusion**

The present study has been designed to investigate how pre-service EFL teachers construct their knowledge and understanding of learning to use sitcoms to teach English. The investigation has shown that pre-service teachers construct their knowledge and understanding through micro teaching, training, L2 learning experience and relating sitcoms to the real life. The most significant finding to emerge from this study is that micro teaching experiences and the training with in-class discussions play the largest part in shaping pre-service teachers' cognition and perception. In the data analysis process, it has also been seen that there is a strong link between pre-service teachers' L2 learning experiences and their way of adopting an approach.

The present study confirms findings of previous studies (Borg, 2003; Johnson, 1992, 1996; Numrich, 1994; Peacock, 2001; Tsang, 2004) and makes a

contribution to the current literature because previous studies have not dealt with pre-service teachers' cognitive process of learning to use an authentic material. The empirical findings in this study also provide a new understanding of sitcoms as a teaching material, as well.

### **5.3. Recommendations**

Since this study is a small scaled case study, it deals with just a few pre-service teachers. Therefore, it can be suggested replicating this study with more participants to reach more concrete results. This might also enhance the generalizability of the outcomes.

Secondly, this study investigates only pre-service teachers' perception of sitcom as a teaching material, so further research should also be done to investigate EFL students' cognitive process of learning English through sitcoms in Turkish EFL context.

Thirdly, participants of this study were only 3<sup>rd</sup> grade EFL students, so a similar research or a replication can be done with students who are 2<sup>nd</sup> or 4<sup>th</sup> grade EFL students.

Finally, a replication of this current study will contribute to the field because this is the only study conducted in Turkish context and investigates pre-service teachers' cognition of sitcoms



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## APPENDICES

### A. PRE-TRAINING AND POST-TRAINING FOCUS GROUP QUESTIONS

#### Pre-training Focus Group Interview Sample Questions

1. What do you see important in language teaching? What is important while teaching a language?
2. Do we use authentic material in our courses?
3. What are the biggest problems in language classrooms according to you?
4. What are the some ways that your education is different than the education you will give? You received an education. After 2 years, you will give an education. Are these educations going to be different? In what ways?
5. What kind of knowledge do you need most while using English linguistic knowledge (Vocabulary/ grammar/ phonology), or pragmatic knowledge (functions, speech acts, appropriate use of English). What I mean by pragmatic knowledge is to learn how to use English appropriately according to context, place, time or people to whom we are talking. For example knowing what to say if someone dies is pragmatic knowledge. Do you mostly think how to form or read a sentence or if it is appropriate to use this sentence here?
6. Were you received any pragmatic instruction while learning English?
7. I never received it in high school, for example my teachers taught me how to make an invitation but they never told me that I can't tell my teacher "Let's go and have a lunch!" this is also an invitation but this can not be used in this context, right?
8. Do you believe that we can teach this kind of knowledge? Can pragmatics be taught?
9. Can you tell me some strategies to teach pragmatics
10. Have you ever experienced a pragmatic failure? Have you ever used a sentence that you shouldn't have used?
11. What developed your English most?

12. What about sitcoms? Is there any English sitcom that you are watching?
13. What do you think about these sitcoms? As you know, English is not spoken in our country, so we are not exposed to many social or cultural cases. Do you find them useful for your language improvement?
14. Should they be used in language teaching? Can sitcoms raise learners' cultural awareness? What are their advantages?
15. Is it important to teach Pragmatics in language classes? Why? What are the advantages of teaching pragmatics?

### **Post-training Focus Group Interview Sample Questions**

1. Do you find sitcoms useful or not for language improvement? Why so?
2. How do you think the sitcoms can be useful or not for teaching English?
3. How can you relate all this experience of using sitcoms to teach English with your own teaching beliefs or ideas?
4. Did it really influence the way you look at teaching, class, and students or not? Why so?
5. How does it relate to your own teaching philosophy? How do you see teaching? Does this tell something?
6. What about any negative, or not necessarily negative... How you would change the class if you were... or what would you like to be changed.
7. Which part for you was the most enjoyable or boring or not fun, or different?
8. Describe your experience by focusing on specific topics we did. Like the most enjoyable one was this, the most boring one was this...

## **APPENDIX B**

### **End of Semester Reflection Paper Guiding Questions**

1. In what sense, did this class contribute, or didn't, to your understanding of teaching EFL?
2. Which piece of content was the most useful one for you? Why? In what sense?
3. What activities or portions of the class did you like most? Why?
4. What do think about the "using authentic interactions in teaching EFL" modules of this class? Did it help or contribute to your understanding? Why?
5. How do you feel about using sitcoms/animation movies to teach EFL?
6. How did it (Lesson Plan 4-- sitcoms/animation movies) go in your class when you really teach it?

## APPENDIX C

### Sitcom *Friends*

#### 1- Plot

The sitcom presents the adventures, romances, problems, and memories of six friends, Rachel Green, Ross Geller, Monica Geller, Joey Tribbiani, Chandler Bing and Phoebe Buffay who are living in New York City.

#### 2- Main Characters

##### A- Rachel Karen Green (Jennifer Aniston)

She is the daughter of a surgeon and his wife. She is spoiled, but a nice girl. She starts to live with her friend Monica Geller after she gives up getting married with her fiancée. When she moves to Monica's apartment, she becomes friend with Phoebe Buffay, Chandler Bing and Joey Tribbiani. She already knows Ross Geller because he is Monica's brother.

##### B- Monica E. Geller-Bing (Courteney Cox)

Monica is the most mature one in the group. She is an obsessive, intelligent, polite and competitive woman. She works as a chef. Her friends often make fun of her because she has been extremely fat when she was a teenager.

##### C- Phoebe Buffay-Hannigan (Lisa Kudrow)

She is a weird and careless; but a sympathetic and considerate woman. She has an identical twin sister whose name is Ursula. She is also as weird as Phoebe. She often tells her friends the times when she was homeless. She works as a musician. She plays guitar and sings weird songs at the café.

##### D- Joseph Francis "Joey" Tribbiani, Jr. (Matt LeBlanc):

He is a friendly and affectionate man. He loves eating. He is an actor, but not a good one. He dates out with many girls throughout the series. Towards the end of the season eight, he falls in love with his friend Rachel.

##### E- Chandler Muriel Bing (Matthew Perry):

Chandler is an intelligent character who has a sarcastic sense of humour and makes fun of everybody in the series. He has been an executive in statistics, but he resigns and becomes a copywriter in a advertising agency.

##### F- Ross Eustace Geller, Ph.D. (David Schwimmer):

He is the most intelligent and clumsy character in the series. He has a Ph. D degree and he works as a palaeontologist at a prehistory museum and later becomes a professor at New York University. He has got married three times during the series.

## APPENDIX D

"The One with Phoebe's Uterus" is the eleventh episode of the fourth season of Friends

### **Plot**

Joey was working as a tour guide at Ross' museum. Everything seemed to be ok in his workplace. At lunch break, things have begun to change by Ross's attitude towards Joey when he asked to Ross to sit next to him. Ross dismissed his request while he was sitting with his professor co-workers. Joey felt sorry about this situation and talked with another tour guide friend who mentioned that its usual workers of different departments don't sit together. He didn't feel good whatever Ross told to him about the situation but the following day's lunchtime Ross turned back to his co-workers for sitting with Joey and this helped Joey to overcome this.



## APPENDIX E

"The One with Joey's Interview" is the nineteenth episode of the eighth season of Friends, which aired on April 4, 2002. It is a clip show.

### **Plot**

While Rachel was trying to figure out one of the crosswords of Soap Opera Digest magazine, she realized that the answer of one hint is Joey. Joey on the other hand told to his friends that he has an interview about the article named 'Days of Our Lives'. Each of his friends was very excited however they also concerned his habit of telling the first coming thing into his mind. Though, they assured that they will be close to him in coffee house in which the interview was set up. Joey started to talk about his life at that time we saw the flashbacks from old episodes. However, while Joey was talking and suddenly he said something wrong and his friends broke in after that he began to talk about his friends and who can be his best friend.

## APPENDIX F

### *Friends* Clip Comparison Activity Worksheet

Please answer the following questions while watching the **two clips** of *Friends*:

1. Who are the interlocutors? (e.g. age, gender, etc.) What is the setting?
2. What are their roles in this interaction?
3. What is the relationship between the interlocutors? How would you describe it?
4. What do you observe in terms of language use? (e.g. expressions, linguistic features, formality/informality, phrases, authenticity, etc.)
5. What similarities and differences do you see in these two clips in terms of language use and context?
6. How do you think the social context influence how the interlocutors talk to each other? What might be some social factors that influence their language use or talk?

## APPENDIX G

### Power Point Presentation on Activities that can be used with Video Materials

# Activities that can be used while using videos

## Before Watching



### 1- Warm-up Questions

Before watching the video the teacher can ask a general question like:

Have you ever been somewhere so beautiful that made you want to live forever?

In this activity students should discuss with the partner the question presented by the teacher without watching to the video. It is a warm up activity, which will contextualize students concerning the content they will acquire and will develop their creativity.



## Before Watching

### 2- Brainstorming

The teacher will introduce the general topic of the video and let students generate all the vocabulary and other information they know about the topic.

Writing the information on the board helps students to share the information they have created and offers them at the same time a great support before watching the video.

It might be a pair work activity.



## Before Watching

### 3- Making Predictions

Before watching the video the teacher will write on the board **the key words** related to the video and the students should work

with the partner **predicting the content of the video** based on the words presented. The teacher should provide the meaning of the words in case they are unknown for the students.



## Before Watching

### 4- Pictures

The teacher will show students some pictures from the video. So, the students should look at them carefully and **discuss in pairs their ideas**. They should be able to relate the pictures with the video they are going to watch.



## Before Watching

### 5- Which film?



- Tell students they're going to watch a movie, but there's only time for **one**.
- Let them know that in order to watch even that one, they must all agree on which one they want to watch — as a group.
- Play trailers from several films. Then, put the titles on the board.
- Put the students in groups and let the discussion commence!
- Try to get each group to agree on watching the same movie. Provide feedback to the whole class. If possible, play the whole movie or go and see it together as a class.

## While watching

### 1- Back to the Screen

The teacher picks an engaging clip from a movie and then divides the class into pairs, with one group facing the TV and the other with their back to it.



Then, after turning off the sound, the teacher begins playing the movie. The person who can see the screen tells the other person what is happening. Then, after a minute or a few minutes (depending upon the length of the video), the students switch places.

Afterward, the pairs write a chronological sequence of what happened, which is shared with another group and discussed as a class. Finally, everyone watches the clip, with sound, together.

## While watching

### 2- Dubbing

Showing videos without the sound and having students develop an imagined dialogue can be a great language lesson, and a lot of fun.



You can even have students act out the scenes, too. In fact, you can use this idea even with videos that don't include humans! Have students imagine what dogs are thinking in this video about acting dogs.

## While watching

### 5- Vocabulary Meaning Match

- Use a movie to reinforce or **teach vocabulary** with this simple activity:
- Give students a worksheet with a list of vocabulary words in one column, and scrambled definitions in the other. As students watch the movie clip, they have to match the vocabulary to the adjacent list of meanings.

living things	something that is alive and can grow
nonliving things	something that will never alive
habitat	a place in which a plant or animal lives
resources	anything that a plant or animal used to live
shelter	a place where an animal can rest and be safe
environment	all of the living and nonliving things that are around a living thing
erosion	the wearing away of land

## While watching

### 6- Just listen

- The teacher should select a sequence from the video and will let students to listen to it **without watching** it.
- Then students should write a paragraph describing in pairs what they listened to.
- After checking the activity the teacher will play the same sequence of video but this time they will have the possibility to watch it. So, they can compare their description with the real scenes.



## While watching

### 7- Writing script

- The teacher will select a fragment from the video and let students to watch it **without** any sound.
- They should take some notes because after that they will create a narrator's script in pairs.
- The main issue is that the script should synchronize with the images. So, the teacher will play the segment again and students will report what the characters are saying.



## While watching

### 8- Questionnaires

- Prepare a questionnaire about the video
- Have students watch and listen to answer questions about general and/or specific information in the scenes.



## While watching

### 9- True or False?

✓ TRUE OR FALSE?	
1. The film is all about the world of...	T / F
2. There are all kinds of...	T / F
3. The film is about...	T / F
4. The film is about...	T / F
5. The film is about...	T / F
6. The film is about...	T / F
7. The film is about...	T / F
8. The film is about...	T / F
9. The film is about...	T / F
10. The film is about...	T / F

- Give students sentences related to the sitcom. They watch the scenes and decide whether the content in the sentences is true or false.



## While watching

### 10- Vocabulary List

- The teacher will present a list with some words to students and while they are listening to the video, they should circle the words they listen to. They will do it individually and when finishing, they can consult their answers with the partner.

List 1
1. relationship
2. equation
3. pattern
4. expression
5. equivalent
6. variable
7. evaluate
8. order of operations
9. forms
10. inequality

## During and after

### 1- Video jigsaw

- For this one you'll need a clip of a movie, TV show, advert or other video with a strong story line (having distinctive beginning, middle, and end sequences). This has to be **divided into three (or more) parts**.
- Each group will be watching a different part.
- You'll also need access to separate computers or TVs in different rooms. If this isn't possible, then one group can watch the film in a corner of the room while the other two groups work on a related task — then they'll all swap around until each of the three groups have watched their clip.

## During and after

### 3- Character Questionnaire and Role Play

- Before the video, assign each student a character and give them a questionnaire to fill out while watching.
- When the movie clip is finished, put students in pairs and give them pre-prepared scenarios. For example, **"The characters both want to buy the last umbrella in the store,"** or **"The characters are at a restaurant when one of them is rude to the waiter."**
- Students use what they collected in their questionnaire to decide how their character would react in the given scenario. Give them five minutes to practice, then perform to the class.

## During and after

### 4- Watch and Act

In this activity the students should work in pairs, one of the members will watch a fragment of the video but without listening to it and should do a performance (just with gestures and body language) about what is happening in the video to the partner. So, the student who is not facing the screen should guess what is happening in the video.



## After Watching

### 1- Process of thinking

The teacher can lead students through a process of thinking by using this questioning sequence:

- > Describe what you see: Who is doing what? What do they look like? What objects do you see in the video?
- > What is the problem in the video?
- > Have you, your family, or friends ever experienced the problem? Describe what happened.
- > What do you think might be the causes of the problem?
- > What solutions could a person do on their own? What solutions could people do together?



Students could create simple posters and make presentations (including role-plays) illustrating the problem, sharing their personal connection to it, listing potential solutions, and choosing which one they think is best and why.

## After Watching

### 4- Alternative Ending

- In this activity, students are encouraged to practice story-writing techniques.
- Play part of a movie—as short or long as you want—which can be from any point in the movie.



- Afterwards, put students in small groups to create a new ending. They can write it out, or present it in a graphic novel style with pictures and words.

## After Watching

### 7- Write a letter

In this activity teacher asks students to write a letter from one of the character's point of view.



## During and after

### 5- Image and Script

- In this activity the teacher will select a video sequence and ask students to work in pairs.
- One of the partners will look at the video without any sound and the other one will read the script without watching the video.
- Both activities occur at the same time. After that the two members will sit together and interchange criteria about the video.



## After Watching

### 2- Write and exchange questions

- Another way to use video to generate student thinking involves students watching a short video clip and then writing questions about the clip.
- Students divide into pairs, exchange their papers, and answer their partner's questions.
- Students then exchange papers again and "grade" their partner's answers.

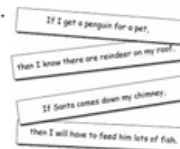


## After Watching

### 5- Put them in order

In this activity the teacher should write on separate strips of paper some dialogue lines regarding a video watched and let students to organize and recreate all the scenes based on the dialogue lines and what they remember having seen.

It is a pair work activity. After finishing organizing the information, they should report to class.




## References

These activities were compiled from following websites:

- <http://www.edutopia.org/blog/ell-engagement-using-video-larry-ferlazzo-katie-hull-sypniewski>
- <http://www.fluentu.com/english/educator/blog/esl-video-activities-lessons-clips/>
- <http://larryferlazzo.edublogs.org/2008/04/26/the-best-popular-moviestv-shows-for-esl/>
- <http://www.fluentu.com/english/educator/blog/esl-movie-lessons/>
- <http://www.gestipolis.com/practical-activities-for-using-video-language-teaching/>
- <http://www.hltmap.co.uk/oct12/sart02.htm>

APPENDIX H

STAGE	TEACHER	STUDENT	COMMENTS
 <p><b>While Watching</b></p>	<p>Teacher shows the students the video without the sound and asks them what they think the video is about. And then he asks them write down their ideas.</p>	<p>Students watch the video and write down their opinions.</p>	<p>Writing down their guesses is important because they can compare their ideas before watching and after watching.</p>

Great Activity but you should state some other aspects like how they will do this activity: as pairs, groups or individually. How? And what is teacher going to do while students are doing the activity: observe, monitor, or serve as a facilitator? What? Describe the process. What will you do after students write down their ideas? Will you collect the papers, or ask them to share it with class.

What is the link of the video? Which video? What is its name?

\*From Murat's 4th Lesson Plan on Sitcoms

**Timetable fit:** A sitcom clip and another video about how to order meal in a restaurant.

**Lesson Objective:** The lesson aims to help learners introduce themselves in terms of their communicative competence by using authentic materials.

**Materials:** A smartboard, a sitcom clip, a laptop

**Assumed Knowledge:**

- Catching simple present use.

There is no such a scene in the videos.

\*From Damla's 4th Lesson Plan on Sitcoms

**Teaching Aims**

- \*To develop the students' listening and speaking skills
- \*To teach the students everyday English
- \*To help them learn English more easily and internally through the use of authentic materials

Narrow it down. Which phrases?

<p>The T asks questions about the video.</p>	<p>The Ss try to answer the questions.</p>
--	--

Write your questions

\*From Gizem's 4th Lesson Plan on Sitcom



**APPENDIX I**  
**CURRICULUM VITAE**

**PERSONAL INFORMATION**

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**EDUCATION**

<b>Degree</b>	<b>Institution</b>	<b>Year of Graduation</b>
BA	Middle East Technical University, Northern Cyprus	2010
High School	Söke High School	2006

**WORK EXPERIENCE**

<b>Year</b>	<b>Place</b>	<b>Enrollment</b>
2015 - Present	Küçükçekmece Vocational and Technical Anatolian High School	English Teacher
2014 - 2015	Istanbul Aydın University	Lecturer
2012 - 2014	Doga Schools	English Teacher
2011 - 2012	English Education Centre	English Teacher (part time)
2011 - 2012	American Culture Association Language Schools	English Teacher (part time)
2011 - 2011	Adnan Menderes University	Lecturer
2009 - 2010	Güzelyurt Kurtuluş High School	Intern Teacher
2009 - 2010	Self-Access Center/ METU NCC	Intern Teacher

## **PUBLISHED ARTICLES**

Ökcü, D. (2015), Effects of Task-Based Instruction on Reading Comprehension of Turkish EFL Students, *International Journal of English Language Teaching* Vol.3, No.2, pp.23-37

Balabakgil, B., Ökcü, D., Türk, M. & Mede, E. (2015). L1 Related Issues of Turkish Speaking Learners of English in Use of Possessives, *International Journal of Arts & Sciences*, CD-ROM. ISSN: 1944-6934 ::

## **ATTENDED CONFERENCES AND SEMINARS**

<b>Year</b>	<b>Conference / Seminar</b>
<b>2015</b>	TOEFL iBT Propell Workshop held by Istanbul Aydın University by Tülay Imre
<b>2015</b>	“Learning Styles for Teachers and Students” by JT Rehill,
<b>2015</b>	“Reading into Writing” and “Listening into Speaking” by Tony Gurr
<b>2015</b>	Evoking Intrinsic Motivation in Language Learners by Assist. Prof. Dr. Necmiye Karataş
<b>2014</b>	“From Sentence Formation to Paragraph Writing” by Semih İrfaner
<b>2014</b>	“Motivation, Engagement & Teacher Learning” by Tony Gurr
<b>2014</b>	1st ELT Conferences, “Shift Paradigms and Minds” held by Yıldız Technical University
<b>2013</b>	Compelling Comprehensible Input by Stephen Krashen
<b>2011</b>	“Eğitimde Değişim Hareketi 3. Yeni Nesil Eğitim Konferansı” held by Doga Schools
<b>2010</b>	“ELT Conferences” held by İzmir Özel Türk Koleji
<b>2009</b>	“ELT Conferences” held by Eastern Mediterranean University
<b>2008</b>	“Skills in Multilevel Classes: Receptive and Productive Skills” by Bill BOWLER
<b>2008</b>	“Yüksek Öğretimde Vizyon Yenileme Çalıştayı” by Ministry of Education/ TRNC